INVENTORY OF RESEARCH INTO HIGHER EDUCATION IN CANADA

1981

INVENTAIRE DES RECHERCHES SUR L'ENSEIGNEMENT SUPERIEUR AU CANADA

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INTRODUCTION

The present edition of the *Inventory of Research into Higher Education in Canada* contains descriptions of about 350 research, innovative and experimental projects concerned with post-secondary education in Canada, which are in progress or have been completed in the course of 1980. They represent work carried out by researchers in universities, community colleges, educational organizations, and government departments and agencies.

The projects, which are entered in the language in which they were reported, are grouped under six categories (see Table of Contents) and presented in the following format:

a) title;
b) brief description;
c) (estimated) date of completion;
d) name and address of researchers;
e) source of further details if other than the researchers mentioned above;
f) publication arising from the project: title, where published or available, etc.

Universities where researchers are located are indicated by name only; their addresses may be found at the end of this booklet. The addresses of other institutions are included in the project descriptions.

This issue of the *Inventory* does not replace preceding ones; previously published projects have been re-entered only in case important changes were reported.

March 1981

J.F.H.
A.M.K.

INTRODUCTION

La présente édition de l'*Inventaire des recherches sur l'enseignement supérieur au Canada* renferme la description d'environ 350 travaux de recherche, d'innovation et d'expérimentation se rapportant à l'enseignement postsecondaire au Canada, en cours ou terminés en 1980. Ils représentent les efforts des chercheurs au sein des universités, collèges communautaires, organisations d'éducation et ministères et organismes gouvernementaux.

Les travaux, inscrits dans la langue dans laquelle ils ont été communiqués, sont groupés sous six rubriques (voir la table des matières) et présentés ainsi qu'il suit:

a) titre;
b) courte description;
c) date (prévue) d'achèvement;
d) nom et adresse des chercheurs;
e) source de détails additionnels, ailleurs que chez les chercheurs susmentionnés;
f) publication émanant des travaux: titre, lieu de publication, endroit où la publication est disponible, etc.

Seuls les noms des universités où se trouvent les chercheurs sont indiqués; les adresses se trouvent à la fin de la brochure. Les adresses des autres établissements paraissent dans les descriptions de travaux.

Le présent *Inventaire* ne remplace pas les précédents; les travaux déjà publiés ne sont pas inscrits de nouveau à moins que des changements importants n'aient été signalés.

Mars 1981

J.F.H.
A.M.K.

TABLE OF CONTENTS/TABLE DES MATIERES

INTRODUCTION *iii*

A GENERAL/GENERALITES 1

Organization and structures; accreditation; research; history; philosophy; objectives; Canadian studies; pedagogical services; general bibliographies; status of women; international development

Organisation et structures; agrément; recherche; histoire; philosophie; objectifs; études canadiennes; services pédagogiques; bibliographies générales; statut de la femme; développement international

B ADMINISTRATION, FINANCE AND MANPOWER/ADMINISTRATION, FINANCES ET MAIN-D'OEUVRE 12

Costs; planning; information systems; models; enrolment and other projections; manpower; employment of graduates; statistics; governance

Coûts; planification; systèmes d'information; modèles; prévisions des inscriptions et autres; main-d'oeuvre; emploi des diplômés; statistiques; administration

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT 25

Evaluation; teaching effectiveness, techniques and aids; grading; learning modes

Evaluation; efficacité, techniques et aides de l'enseignement; notation; modes d'apprentissage

D ACADEMIC AND NON-ACADEMIC STAFF/PERSONNEL ENSEIGNANT ET NON ENSEIGNANT 46

Classification; characteristics; employment conditions

Classement; caractéristiques; conditions d'emploi

E STUDENTS/ETUDIANTS 49

Characteristics; socio-economic background; behavior, educational and occupational plans; accessibility; admission; performance; assessment; grades; attrition; financial aid; counselling; athletics; housing; special types of students

Caractéristiques; antécédents socio-économiques; comportement; projets d'études et de carrières; accessibilité; admission; résultats; appréciation; notes; défections; aide financière; counselling; sports; logement; types spéciaux d'étudiants

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE 63

Adult learning; curriculum; off-campus instruction

Education des adultes; programmes d'études; enseignement à l'extérieur du campus

UNIVERSITY ADDRESSES/ADRESSES DES UNIVERSITES 71

INDEX OF RESEARCH WORKERS/INDEX DES CHERCHEURS 73

A GENERAL/GENERALITES

Organization and structures; accreditation; research; history; philosophy; objectives; Canadian studies; pedagogical services; general bibliographies; status of women; international development.

Organisation et structures; agrément; recherche; histoire; philosophie; objectifs; études canadiennes; services pédagogiques; bibliographies générales; statut de la femme; développement international.

A1 a) Guide to graduate departments of psychology in Canada. b) A listing and description of the 38 graduate departments of psychology with information on types of program, degrees, application requirements and procedures, staff and facilities. c) Nov. 1980. d) T.V. Hogan, J. Watt, K. Dobin and T. Nelson, Canadian Psychological Association, 558 King Edward Ave., Ottawa, Ont. K1N 7N6.

A2 a) Partnership in development: Canadian universities and world food. b) The study examines the extent and nature of university involvement in food system development, 1968-1978, and reviews the results of these activities, in order to identify the kinds of programs needed in the future. Changes needed to make more comprehensive and effective use of universities in cooperation with CIDA and IDRC are identified. c) August 1980. d) William E. Tossell, University of Guelph. f) Background Study 45, Science Council of Canada, 145 p., available from Canadian Government Publishing Centre, Supply and Services Canada, Hull, Que. K1A 0S9, $6.00. La version française est en cours de préparation.

A3 a) Improving school retention and post-secondary participation. b) The report deals with aspects of secondary school retention and post-secondary participation and recommends changes in the structure of post-secondary education in Newfoundland and Labrador, whereby the province would be divided into six regions, each with a community college. c) Aug. 1980. d) R.K. Crocker, and F.T. Riggs, Fac. of Education, Memorial University.

A4 a) Research and education in law/La recherche et les études en droit. b) To examine and advise upon legal research and education in Canada/Etudier la situation de la recherche et des études en droit au Canada. c) May 1982. d) Consultative Group on Research and Education in Law/Le groupe consultatif sur la recherche et les études en droit, Social Sciences and Humanities Research Council of Canada, 255 Albert St., Ottawa, Ont. K1P 6A9.

A5 a) Eldering: a new paradigm and developmental perspective for educational gerontology. b) Research on aging adults and many educational programs for aging presently are influenced by paradigms which accentuate decreasing social and physical functions or at best are developmental with compensatory support services. The problem seems to be the word "aging" which conveys the idea of decline, and the resulting stereotypes that follow. However, most of present thinking in the social sciences is that the later years provide extremely rewarding options of development and growth for a vast majority of older adults. Therefore a new concept is proposed - eldering - which is of

A GENERAL/GENERALITES

equal historical note, but developmental and positive in imagery. This project will review gerontology literature and conduct pilot interview case studies to identify concepts on which an "index of eldering" might be devised. c) April 1981. d) James E. Thornton, Fac. of Education, University of British Columbia.

A6 a) A history of biblical studies in Canada. b) Teaching of biblical languages in universities and seminaries since 1800; curriculum content; training and recruiting of instructors; international influences on philosophy of biblical studies; founding of the Canadian Society of Biblical Studies; relation to archeology; current trends; Canadian involvement in international biblical societies and institutions. c) 1980. d) John S. Moir, Dept. of History, Scarborough College, University of Toronto, 1265 Military Trail, West Hill, Ont. M1C 1A4.

A7 a) The Ontario Colleges of Applied Arts and Technology: a review and analysis of selected literature 1965-1976. b) The study found that much of the literature consisted of "fugitive" documents that do not appear in any educational indices or bibliographies, that there is a paucity of research about CAATs and that much material appears to have been destroyed. The study recommends that steps be taken to ensure preservation of important documents and to make them available to researchers. c) June 1980. d) Peter Bartram, Applied Arts Division, Seneca College of Applied Arts and Technology, 1750 Finch Ave. East, Willowdale, Ont. M2J 2X5.

A8 a) The universities of Canada. b) Portrayal of Canadian universities: history; structure and internal government; relationship to government; finance; pre-university education; admission; structure of degree and diploma courses; staff; students; adult education and university extension; institutions of higher education other than universities; trends, developments and problems. c) Nov. 1980. d) Duncan D. Campbell, Fac. of Extension, University of Alberta. f) *Commonwealth Universities Yearbook*, 1982.

A9 a) Etude des perceptions et des attentes de rôles de l'Université de Sherbrooke. b) Thèse de doctorat, Université d'Ottawa, afin de déterminer les rôles de l'Université de Sherbrooke, le degré de congruence ou d'accord entre les perceptions et les attentes de rôles des administrateurs et des professeurs, et le degré de congruence à l'intérieur des groupes de professeurs. c) Avril 1981. d) André Reid, 993, rue Ontario, Sherbrooke, Qué. J1J 3S4. f) Collection des thèses, Bibliothèque, Université d'Ottawa.

A10 a) Educational gerontology. b) Study of the implications for educational systems and policy of an ageing population. This includes education for people of later years, both for basic coping skills and enrichment of later living, and education about ageing for all age groups, to correct negative stereotypes and promote positive values and understanding. c) June 1981. d) David J. Radcliffe, Fac. of Education, University of Western Ontario.

A11 a) Report of the Task Force on Research Equipment in Canadian Universities. b) The report addresses the following topics: status of research equipment provided by NRC and NSERC to universities within the context of all

A GENERAL/GENERALITES

equipment available; plans and recommendations on replacing and refurbishing research equipment at universities through NSERC grants over the next five years; recommendations to maximize the utilization of equipment and to obtain dollar savings through volume purchases; establishment of an information exchange centre for research equipment made in Canada; possibility of implementing a buy-Canadian policy; possible spin-off to the Canadian economy from new Canadian equipment manufacturing and servicing facilities. c) Jan. 1981. d) Task Force on Research Equipment, Fred Siller, chairman, Fac. of Commerce, University of British Columbia. e) S. Shugar, Natural Sciences and Engineering Research Council, Montreal Road, Ottawa, Ont. K1A 0R6.

A12 a) Policies of granting councils. b) Ongoing research on the policies of granting councils, particularly NRC/NSERC, involving use of indicators to analyse policy. The basic study has been extended to examine the university/industry research interface and problems of an ageing population of scientists. c) Ongoing. d) I.D. Chapman and C. Farina, Administrative and Policy Studies, Trent University. e) I.D. Chapman.

A13 a) Canadian work importance study. b) As part of an international project, this study will examine the role and importance of work in people's lives and focus on sex, age and geographical differences in Canada. The survey instruments will include components allowing career counsellors to use the information in such areas as selection of appropriate training for clients and appropriate developmental experiences, and identification of appropriate job placements. It is also expected to be used by secondary and post-secondary school counsellors. c) May 1983. d) Catherine Casserly, Occupational and Career Analysis and Development Branch, Canada Employment and Immigration Commission, Ottawa, Ont. K1A 0J9.

A14 a) Discussion paper on technical/vocational education. b) The five-page document provides a basis for consideration of proposals for the future development of technical/vocational education in Saskatchewan, based upon the findings of a 1979 study of the Department of Continuing Education to identify factors which might have an impact on future requirements for such education. c) Feb. 1980. d) L.A. Riederer and G.M. Belsey, Saskatchewan Continuing Education, 1855 Victoria Ave., Regina, Sask. S4P 3V5.

A15 a) Consultation pédagogique: huit ans d'innovation. b) Le document (138 p.) se divise en quatre parties. Dans la première, on retrouve une synthèse de l'histoire et des objectifs du Service de consultation pédagogique du Collège de Lévis-Lauzon. La deuxième partie se caractérise par une étude du travail accompli et souligne quelques aspects de la problématique en cause. La troisième contient une analyse des besoins des professeurs face à ce service, le tout suivi des résultats quantifiés. La quatrième contient des objectifs de développement. c) Juin 1980. d) Robert Kirouac, Service de consultation pédagogique, Cégep de Lévis-Lauzon, 205, rue Mgr Bourget, Lauzon, Qué. G6V 6Z9.

A16 a) Education and training programs in non-educational organizations: four case studies. b) Case studies of total programs of education and training in four non-educational agencies (CBC, Bell Canada, Wardair, Marks and Spencer), including comparisons and some theoretical material. c) 1980. d)

A GENERAL/GENERALITES

Alan M. Thomas, Diana J. Ironside, David Beatty and Reg Herman, Ontario Institute for Studies in Education.

A17 a) An assessment of the climate for research on higher education in Canada. b) This project will identify trends and prospects regarding availability of funding, research subjects likely to receive funds, and control of selection of research subjects in higher education. c) April 1981. d) Michael Skolnik, Ontario Institute for Studies in Education. f) Paper presented at 1980 meeting, Canadian Society for the Study of Higher Education.

A18 a) Humber College - Borough of York. b) The study has as its broad objectives to ascertain the post-secondary and continuous learning educational requirements of the residents of the Borough of York and to determine to which extent they are met. c) March 1981. d) A. Effrat, F. McIntyre and C.E. Pascal, Ontario Institute for Studies in Education.

A19 a) Brescia College 1919-1979. b) Illustrated 100-page paperback on the history of Brescia College, a women's college founded and administered by Ursuline Sisters. Chapters detail its founding, physical growth, relationships to the University of Western Ontario and to the city of London, Ontario, student life and academic growth. c) Sept. 1980. d) Patricia Skidmore, R.R. 1, Hyde Park, Ont. f) Brescia College, 1285 Western Road, London, Ont. N6G 1H2.

A20 a) Pourquoi éduquer en prison. b) Jusqu'à ce jour, l'éducation pénitentiaire a plutôt servi à illustrer un des modes d'articulation et d'exécution du pénal. Jamais elle n'a été envisagée comme vision non étiologique de l'être humain ou comme visée non utilitariste et non réhabilitatrice de la déviance ou de la criminalité. L'étude montre d'abord les limites de l'éducation pénitentiaire en révélant le parallélisme symbolique et fonctionnel entre le code juridique et la pratique pédagogique, non seulement en tant que technique de surveillance mais en tant que catégorie de sens. Utilisant une hypothèse anthropologique comme outil d'analyse, on en arrive à justifier la place, le rôle, la nature et la portée de l'éducation en milieu carcéral. c) Déc. 1980. d) Lucien Morin, Dép. des sciences de l'éducation, Université du Québec à Trois-Rivières. f) Division de l'éducation et de la formation, Service correctionnel Canada, 460, rue O'Connor, Ottawa, Ont. K1A 0P9.

A21 a) University language centres in Canada. b) PhD dissertation examining the 35 university language centres in Canada, focusing on their organization and operation. A descriptive inventory of the centres and an analysis of organizational problem areas are included. The study's findings indicate the role which this innovative organization assumes in language study. c) March 1980. d) Renee van Raamsdonk, Camosun College, 1950 Lansdowne Road, Victoria, B.C. V8P 5J2.

A22 a) Canadian Clearinghouse for Ongoing Research in Nursing. b) Computerized data bank listing research in progress, including research in nursing education. c) Ongoing. d) Amy Zelmer, Fac. of Nursing, University of Alberta.

A23 a) Analyse culturelle du cinéma québécois. b) Préparation de dos-

A GENERAL/GENERALITES

siers analytiques de films québécois en vue de familiariser les étudiants des Cégeps anglophones avec ce matériel: dossiers analytiques de huit films; résumés de 100 films comprenant mots-clés, fiche technique et repères bibliographiques. c) Sept. 1980. d) Daphna Lenkorn, 5210 Ponsard, Montréal, Qué. H3W 2A8; Pierre Gaudette, 519 4e Avenue, Verdun, Qué. H4G 2Y3; José Ouimet, 5185 St-Hubert, no 6, Montréal, Qué. H2J 2Y2; Christine Lemoine, 1031 est St-Joseph, no 1, Montréal, Qué. H2J 1L0; Maurice Elia, 5545, ave Lyndale, Montréal, Qué. H4V 2L4.

A24 a) Recherche sur les fondements théoriques, les protocoles d'investigation et l'analyse des résultats des modèles de recherche-action d'inspiration anthropologique dans les sciences de l'éducation. b) Le projet vise à dégager et vérifier les lois de la recherche-action d'inspiration anthropologique par la découverte de critères, de protocoles de collecte de données, de schémas d'analyse qui pourraient orienter certaines recherches en sciences de l'éducation différemment que ne le fait un schéma plus traditionnel et expérimental, de manière à répondre à la demande de modèles alternatifs de recherche pour les étudiants des 3e et 2e cycles universitaires. c) Mai 1984. d) André Morin, Bernard Rousse, Danielle Shelton et Renaud Gagnon, Fac. des sciences de l'éducation, Université de Montréal.

A25 a) We walked very warily - a history of women at McGill. c) March 1981. d) Margaret Gillett, Fac. of Education, McGill University. f) To be published by Eden Press, Montreal, Oct. 1981.

A26 a) L'Université Laval au féminin: rapport du Comité d'étude vers la condition féminine à l'Université Laval. b) L'étude (297 p.) analyse le rapport du Conseil du statut de la femme (projet de politique d'ensemble de la condition féminine au Québec), en dégage les recommandations pouvant avoir une incidence sur l'Université Laval, et formule, dans l'esprit de ce rapport, des recommandations susceptibles d'améliorer la condition des femmes à l'Université Laval. c) Nov. 1980. d) Comité d'étude sur la condition féminine à l'Université Laval, Christine Piette, présidente, Dép. d'histoire, Université Laval. f) Centre d'accueil et de renseignements, Université Laval.

A27 a) International directory to Canadian studies - 1980-1981 - Répertoire international des études canadiennes. b) The 30-page document contains basic information on national associations working on studies of Canada around the world, and lists some of the major Canadian studies centres abroad and most of the centres in Canada. c) Nov. 1980. d) Association for Canadian Studies, 1750 Finch Ave. East, Willowdale, Ont. M2J 2X5.

A28 a) La recherche subventionnée et commanditée des universités du Québec (annuel). b) Projets de recherche et montants accordés selon l'université, le domaine de connaissances, les pourvoyeurs de fonds et les types de financement. c) Publication annuelle; mai de l'année suivante. d) Direction générale de l'enseignement supérieur, Ministère de l'Education, Edifice "G", Québec, Qué. G1R 5A5.

A29 a) Trends and issues in the field preparation of social work manpower. b) The data in the 101-page report provide an overview of the present status, trends and issues associated with field preparation of social work manpower.

A GENERAL/GENERALITES

c) Oct. 1980. d) Barbara Thomlinson, Susan Watt and D. Kimberley, Canadian Association of Schools of Social Work, 151 Slater St., Ottawa, Ont. K1P 5N1.

A30 a) System rationalization: a responsibility and an opportunity. b) The 75-page discussion paper identifies problem areas in the Ontario university system and urges coordination and cooperation between universities. It suggests system evaluation for undergraduate programs, more stringent appraisal of graduate programs and elimination of programs that attract less than an essential level of enrolment. c) Sept. 1980. d) Ontario Council on University Affairs, 700 Bay St., 7th Floor, Toronto, Ont. M5G 1Z6.

A31 a) Proceedings of the seminar on university research in jeopardy. b) The 83-page document contains the proceedings of an April 1980 seminar on university research, sponsored by the Science Council of Canada. c) Oct. 1980. d) Science Council of Canada, 100 Metcalfe St., Ottawa, Ont. K1P 5M1.

A32 a) Study of scientific resource centres in the Canadian North. b) As a first step toward developing an institutional framework for northern science, a series of reports is being prepared by various authors for Indian and Northern Affairs Canada, which will review existing scientific resource centres in the North (Churchill, Frobisher, Igloolik, Inuvik, Pond Inlet, Rankin Inlet and Yellowknife). They will describe the origins and history of each facility; its past and present use in terms of support of scientific research, programs and training; its personnel and financial situation; and its technical plant and equipment. c) In progress. d) Various authors. e) Donat Savoie, Northern Social Research Division, Indian and Northern Affairs Canada, Ottawa, Ont. K1A 0H4.

A33 a) Scholarly communications. b) The 95-page report contains some 64 recommendations intended to improve scholarly communication both within the University of Calgary and as it affects the university's relation with government, industry and the lay public. Among other things it recommends that a University of Calgary Press be established; that faculty, students and library staff receive training in newer information handling systems; that no fees be charged for reasonable use of the university's computer-based information systems; and that steps be taken to ensure freer and more reciprocal exchange of knowledge between the university and the government, and the university and industry. c) Sept. 1980. d) University of Calgary Task Force on Scholarly Communication, Harold Coward, chairman, Dept. of Religious Studies, University of Calgary. e) Hart Searle, Dept. of Information, University of Calgary.

A34 a) University of Alberta Senate Task Force on Second Languages. b) To gather information and make recommendations regarding public attitudes to and interest in second language classes in schools, current availability of second language programs in schools and complementary cultural programs, and implications of introducing second language requirements for admission to university. c) March 1981. d) University of Alberta Senate Task Force, Sherburne McCurdy, chairman, Alberta College, 10041-101st Street, Edmonton, Alta. T5J 0S3. e) Executive Office, The Senate, University of Alberta.

A35 a) University of Alberta Senate Commission on University Purpose. b) To inquire into the nature, purpose and function of a "university" and, to this

A GENERAL/GENERALITES

end, consult and seek opinions, perceptions and expectations of any groups or individuals wishing to participate. c) Spring 1982. d) Commission on University Purpose, Dave Usher, chairman, Executive Office, The Senate, University of Alberta.

A36 a) Structure and perceived adequacy of performance in British Columbia community colleges. b) University of British Columbia thesis. c) May 1980. d) David Rees Williams, 7843-108A Street, Delta, B.C. V4C 4C9.

A37 a) Science Council of Canada study of science education in Canada. b) Three-year study of past, present and future directions of science teaching in elementary and secondary schools. It is planned as a deliberative inquiry in which professional educators and other stakeholders in the science education enterprise are being encouraged to join in a dialogue over present and future policies and practices. Multiple research techniques are employed to document the present state of the art. c) May 1983. d) Graham Orpwood, Science Council of Canada, 100 Metcalfe St., Ottawa, Ont. K1P 5M1.

A38 a) Canadian scholarly publishing/L'édition savante au Canada. b) The report deals with the entire scope of scholarly publishing, from its technology to its economics, describing the present status of the various types of publishing houses as well as the basic processes behind the different forms of publication: books, journals, microform, conference proceedings and "parapublishing" ventures. c) Oct. 1980. d) Consultative Group on Scholarly Publishing, R. Baker, chairman, University of Prince Edward Island. f) Social Sciences and Humanities Research Council of Canada, Box 1610, Ottawa, Ont. K1P 6G4.

A39 a) Canadian archives/Les archives canadiennes. b) After discussing the definition of archives, the report describes the Canadian archival tradition and the current status of Canadian archives. A number of recommendations, directed at governments, business, universities, SSHRC and others, deal with the development of a comprehensive archival network across the country and focus on the need for cooperation and coordination. c) March 1980. d) Consultative Group on Canadian Archives, Ian E. Wilson, chairman, Saskatchewan Archives Board, Regina, Sask. f) Social Sciences and Humanities Research Council of Canada (see above).

A40 a) University management education and research: a developing crisis. b) The 81-page report identifies some problem areas and needs in Canadian management and administrative studies and makes a number of recommendations to improve the quantity and quality of management education and research. c) April 1980. d) Consultative Group on Research and Graduate Education in Business, Management and Administrative Studies, Laurent Picard, chairman, Fac. of Management, McGill University. f) Social Sciences and Humanities Research Council of Canada (see above).

A41 a) Academic Exchanges with the USSR: an analysis and evaluation of provisions under the General Exchanges Agreement. b) The 87-page report reviews the activities under the Canada/USSR agreement with particular attention to the evolution and direction of academic interest in the exchange, examines problems encountered by Canadian scholars in the USSR and by Canadian

hosts, compares and assesses the effectiveness and scholarly value of the different clauses, and offers recommendations to improve the program's operation. c) April 1980. d) Jocelyn Maynard Ghent, Canadian Embassy, Rue de Loxum 6, Brussels, Belgium. f) Social Sciences and Humanities Research Council of Canada (see above).

A42 a) The shrinking maze: report of the University of Calgary Program Review Committee. b) After discussing the place of the University of Calgary in the Canadian and Alberta context, the 297-page report deals with and makes recommendations regarding each of the university's faculties (organization, role, programs, opportunities and problems), and examines a number of issues relevant to the university as a whole (students, faculty, resources, etc.). Finally, it identifies some broad areas of institution-wide concern and suggests policies that might help with these concerns over the coming decade. c) Oct. 1980. d) University Program Review Committee, N.E. Wagner, chairman, University of Calgary. f) Bookstore, University of Calgary, $5.00.

A43 a) Report of response by teacher education in Canada to the Unesco recommendation concerning education for international understanding, cooperation and peace, and education relating to human rights and fundamental freedoms. b) Prepared on the basis of published information, a draft report was sent to 50 scholars in several disciplines; their comments were incorporated in the final draft. The text includes constitutional and historical data necessary for interpreting the Canadian situation, emphasizes the points for which there is agreement with the Unesco recommendation, discusses those points where there are ideological or constitutional difficulties, and identifies ways by which changing conditions in Canadian education may be opportunities for moving toward the obligations undertaken to Unesco. c) Sept. 1980. d) Douglas Ray, Fac. of Education, University of Western Ontario.

A44 a) Italian-Canadian literary and cultural relations. b) Detailed study of recent Italian-Canadian cultural relations as manifested in works of literature, translation of books, articles and critical essays. Canadian studies programs in Italian universities and the reception and critical reaction to Canadian writing will be examined. The study will use methods of comparative literature, primarily theories of translation and reception theory. c) Dec. 1981. d) Joseph Pivato, Humanities, Athabasca University. f) To be published in book form.

A45 a) R & D policies, planning and programming. b) The 31-page background paper identifies the main factors or issues which affect the level and quality of Canada's R & D effort, and analyses their implications for the federal government's R & D policies, planning and programming. c) Jan. 1981. d) Ministry of State for Science and Technology, 270 Albert St., Ottawa, Ont. K1A 1A1. f) MOSST Background Paper 13.

A46 a) The redeemed of the Lord say so: a history of Queen's Theological College 1912-1972. c) 1980. d) G.A. Rawlyk, Dept. of History, and K. Quenn, School of Public Administration, Queen's University. f) Book available from Theological College, Queen's University.

A47 a) Queen's University, Volume II, 1917-1961: to serve and yet be free.

A GENERAL/GENERALITES

b) History of Queen's University. c) 1981. d) Frederick W. Gibson, Dept. of History, Queen's University. f) To be published by McGill-Queen's University Press.

A48 a) The sociology of higher education in Anglo-Canada, 1970-1980. c) 1981. d) Robert M. Pike, Dept. of Sociology, Queen's University. f) Paper for Canadian Society for the Study of Higher Education meeting, 1981.

A49 a) Survey of university library space planning standards. b) Survey of space standards for library facilities recommended or maintained by various Canadian and American authorities and institutions, in order to appraise the merits of adopting a more detailed approach for determining library space need at the University of Calgary. c) Jan. 1980. d) Wayne Kelly, Office of Institutional Research, University of Calgary. f) Internal Report 185i.

A50 a) A comparison of polytechnic education in England and Wales with polytechnic education in Ontario. b) The report gives a detailed historical overview of polytechnic developments in Britain, a brief description of the German and French polytechnic systems, and a description of overall post-secondary education development in Ontario. Similarities between problems faced by post-secondary systems in Ontario and Britain, and similar economic problems are noted. c) Feb. 1980. d) A. Wilkinson, Ryerson Polytechnical Institute. f) Research and Evaluation Branch, Ministry of Colleges and Universities, 15th Floor, Mowat Block, Queen's Park, Toronto, Ont. M7A 1L2.

A51 a) Professional education for agrology. b) Proceedings (40 p.) of a 1980 national forum on professional education for agrology, containing the papers presented (C. Gilson, *Professional education in agriculture*; S.D. Allen, *The view from the field*) and the ensuing discussion. c) 1980. f) Association of Faculties of Agriculture in Canada, N.J. Holliday, president, Fac. of Agriculture, University of Manitoba.

A52 a) Higher education as a field of study. b) Notes for discussion, presented at the January 1981 conference on "The university, society and the 1980s", York University. Topics include: reasons for studying higher education (learning how to teach, to do research and to play administrative roles, preparing to do research on higher education, and study of higher education for the satisfaction of understanding it); a brief survey of the seven degree programs in higher education at Canadian universities; and a review of settings of current research and analysis on higher education, including the suggestion that a national monitoring body is needed on the model of the Economic Council of Canada and the Science Council of Canada. c) Jan. 1981. d) Edward Sheffield, 104-1275 Richmond Road, Ottawa, Ont. K2B 8E3.

A53 a) Faculty collective bargaining in Canadian universities 1974-1979/ La négociation collective chez les professeurs des universités canadiennes 1974-1979. b) Cumulation of a continuing bibliography on academic collective bargaining listing information available in the AUCC library/Bibliographie continue concernant la négociation collective dans les universités, établie à partir des renseignements disponibles à la bibliothèque de l'AUCC. c) 1980. d) Compiled by/Préparée par Hazel J. Roberts, AUCC, 151 Slater, Ottawa, Ont. K1P 5N1. f) Publications Office/Bureau des publications, AUCC,

A GENERAL/GENERALITES

$6.00.

A54 a) University accounting programs in Canada: inventory and analysis. b) Survey of all university accounting programs and courses, with analysis of course structure, pedagogical approach, course materials, topics covered, grading methods and case usage. Faculty complements, teaching loads and instructor qualifications are reported. c) May 1980. d) T.H. Beechy, Fac. of Administrative Studies, York University. f) Canadian Academic Accounting Association, c/o Clarkson Gordon, Box 251, Toronto-Dominion Centre, Toronto, Ont. M5K 1J7, $15.00, English or French edition.

See also/Voir aussi:

B4 Incentives to stimulate the development of high-technology industry in Canada: a background report.

B8 Industrial relations and human resource management courses taught in Alberta and British Columbia colleges in 1978-79.

B9 Canadian universities 1980 and beyond: enrolment, structural change and finance/Les universités canadiennes d'aujourd'hui et de demain: inscriptions, transformations structurelles et finances.

B16 A macro-analysis of Ontario's university and non-university sectors and the impact of selected control factors upon student inflows.

B17 Research funding in a faculty of medicine: a case study.

B52 Business aid to Canadian universities: 1957-1965.

B53 Scholars and dollars: politics, economics and the universities of Ontario, 1945-1980.

B61 Inflation is pricing out quality.

B64 An assessment of the Ontario career action centres.

C30 Lifelong learning and higher education: implications for teaching.

C31 Instructional technology in Canada.

C42 Computerized conferencing: an eye-opening experience with EIES.

C45 Performer, researcher, organizer: teaching roles in higher education.

C65 The relation between research and instructional decision-making in higher education.

C110 General education implementation project.

E45 Women in non-traditional trades.

A GENERAL/GENERALITES

F8 Education permanente et interdisciplinarité.

F14 Masters and doctoral theses in adult education completed at Canadian universities.

F26 Towards a more competent labour force: a training levy scheme for Canada.

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

Cost; planning; information systems; models; enrolment and other projections; manpower; employment of graduates; statistics; governance.

Coûts; planification; systèmes d'information; modèles; prévisions des inscriptions et autres; main-d'oeuvre; emploi des diplômés; statistiques; administration.

B1 a) Adults in the university: the administrative implications. b) This research looks at the administrative implications of expanding programs and services to adults: costs, revenues, physical plant, security, collective agreements, scheduling, student services, etc. c) June 1981. d) John S. Daniel, Sir George Williams Campus, Concordia University.

B2 a) A morphological study of rewards and quality control with computer-video dissemination systems for post-secondary education. b) Alternative feedback systems and courseware protection systems are evaluated theoretically and in prototype form. In particular the feasibility of a go-between interpreter usage meter is evaluated. c) June 1984. d) G.M. Boyd, D.J Dicks and P.D. Mitchell, Education Dept., Sir George Williams Campus, Concordia University.

B3 a) Post-secondary education in Ontario: prospects and possibilities. b) Semi-popular discussion with secondary data, analysis and some policy proposals. c) Summer 1980. d) John Buttrick, Economics Dept., York University. f) To be published by Ontario Economic Council.

B4 a) Incentives to stimulate the development of high-technology industry in Canada: a background report. b) Report, 58 p., 8 tables: fiscal incentives to stimulate industrial R & D; federal grants programs; federal government procurement policies; guidelines for importing foreign technology; recommendations. c) April 1980. d) J. Kucharczyk, Fac. of Medicine, University of Ottawa. f) Canadian Association of Physicists, 151 Slater St., Suite 903, Ottawa, Ont. K1P 5H3.

B5 a) Production of research-trained manpower in fields of study related to biotechnology development in Canada. b) Report, 17 p., 13 tables, 8 appendices: educational and specialized skill requirements for biotechnology R & D; availability of programs in Canada; graduate level courses available at Canadian universities in areas related to biotechnology; results of survey to assess industry requirements; conclusions. c) Sept. 1980. d) J. Kucharczyk (see above). f) University Branch, Ministry of State for Science and Technology, 270 Albert St., Ottawa, Ont. K1A 1A1.

B6 a) Engineering enrolments. b) Annual survey of graduate and undergraduate engineering enrolments and projections. c) Ongoing. d) John Butcher, Canadian Council of Professional Engineers, 401-116 Albert St., Ottawa, Ont. K1P 5G3. f) *Engineering Manpower Needs.*

B7 a) Canadian corporate directors on the firing line. b) Deals with

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

legal and social responsibilities of boards of directors (governors, trustees) in profit and non-profit corporations and has many references to university boards. c) Sept. 1980. d) Murray G. Ross, Glendon College, York University, 2275 Bayview Ave., Toronto, Ont. M4N 3M6.

B8 a) Industrial relations and human resource management courses taught in Alberta and British Columbia colleges in 1978-79. b) Survey, using college calendars, mailed questionnaires and telephone follow-up, of courses in college diploma and certificate programs in ten subject categories related to industrial relations and human resource management, showing course titles, enrolments, instructors and their qualifications and experience. Brief introduction to the college system in the two provinces. c) Oct. 1980. d) Hayden W. Roberts, Fac. of Extension, University of Alberta. f) Employment Relations Branch, Labour Canada, Ottawa, Ont. K1A 0J2.

B9 a) Canadian universities 1980 and beyond: enrolment, structural change and finance/Les universités canadiennes d'aujourd'hui et de demain: inscriptions, transformations structurelles et finances. b) Includes a review of data on demographic trends projected for the period 1980-2001, and factors affecting participation rates, to identify enrolment prospects by province; the structural changes required by stable or falling enrolments, and the difficulties of adjustment which universities are likely to experience; a survey of sources of university income, with a commentary on their impact on the development of universities; policy options for provincial governments and policy recommendations for the federal government. c) Sept. 1980. d) Peter M. Leslie, Political Studies, Queen's University. f) Association of Universities and Colleges of Canada, Policy Study No. 3, available in either English or French, 446 p., $15.00.

B10 a) The evolution of a policy-making system: a case in university governance. b) University of Alberta PhD thesis reporting the results of a case study at the University of Calgary. The case involved the formulation of policy relating to faculty appointment, promotion and dismissal and focused on the development of a position reallocation mechanism. A theoretical framework for the study was drawn from literature on university governance and the policy sciences. Conclusions were drawn regarding the nature of policy-making in universities and hypotheses were suggested for further study in the area. c) Oct. 1980. d) William H. Taylor, Fac. of Continuing Education, University of Calgary. f) University of Alberta Library.

B11 a) Role of the federal government in the development of highly qualified labour. b) Project for the Canada Employment and Immigration Task Force on Labour Market Development. It is concerned with the rationale for and evaluation of federal government participation in developing highly qualified labour, leading to alternative approaches for federal programs in this area. c) Jan. 1981. d) D.A.A. Stager, Dept. of Political Economy, University of Toronto. f) Task Force report.

B12 a) La perception des employeurs des liens qui existent entre la formation et l'emploi. b) L'esquisse de la perception des employeurs de certains aspects des liens formation/emploi, suite à des entrevues avec 85 chefs ou représentants d'entreprises. Les données recueillies peuvent nous éclairer

sur la formation universitaire et celle offerte en industrie, les modes de recrutement de l'entreprise, la possibilité de mobilité et de substitution au travail, le développement du personnel, etc. c) Sept. 1980. d) Avigdor Farine, Fac. des sciences de l'éducation, Université de Montréal. f) Rapport No 2, Recherche, Fac. des sciences de l'éducation, Université de Montréal.

B13 a) Enquête auprès des diplômés de l'Ecole d'architecture de l'Université de Montréal, 1966-1979. b) Enquête par échantillonnage de 25% administrée par téléphone. Taux net de réponses par les résidents canadiens, 92.5%. Variables chronologiques: juin 1975 et 1980. Variables relatives à l'emploi: type d'emploi, type d'employeur, statut, genre de biens et services produits, commanditaires. Variables relatives aux études: préférences pour les domaines d'étude, appréciation de l'utilité des études par rapport au profil de carrière. c) Oct. 1980. d) R. Vergès-Escuin, Ecole d'architecture, Université de Montréal.

B14 a) The demand for and supply of highly qualified manpower in Canada in the 1980s. b) The 99-page report deals with the supply of and demand for highly qualified manpower, defined as occupations requiring a bachelor's degree or higher. Data and analysis are provided on a national basis and for British Columbia in an attempt to identify potential imbalances in manpower markets and to analyse the effects of some general demographic and enrolment issues impending for the 1980s. c) Aug. 1980. d) Mary McGee and Walter Sudmant, Office of Analytical Studies, Simon Fraser University.

B15 a) An econometric model of the Canadian federal and provincial government demand for employment of professional, scientific and technical manpower by disaggregated occupational groups. b) PhD thesis, University of Ottawa. c) Dec. 1981. d) Sombot Patayanikorn, 8139-48th Ave. N.W., Calgary, Alta. T3B 2A8. f) Thesis Collection, University of Ottawa Library.

B16 a) A macro-analysis of Ontario's university and non-university sectors and the impact of selected control factors upon student inflows. b) Macro-analysis of Ontario's publicly supported post-secondary system viewed as comprising two competing sectors: university and non-university. Reviews historical development of these two sectors covering 1953-78 and examines trade-offs between their educational services from the vantage point of student and employer decision-makers. Presents a methodology for modelling student flows from a given source to competing destinations and applies this to Ontario to examine how various control factors - either policy or market controlled - may have influenced flows from grades 12 and 13 to labour force, university and non-university. Examines strategies which each sector may employ to offset the affects of declining secondary-school population, and argues for integrated, system-oriented post-secondary enrolment modelling and planning to cope with future problems. Doctoral dissertation. c) Sept. 1980. d) Ronald Swirsky, Ryerson Polytechnical Institute. f) Robarts Library, University of Toronto, and Ontario Institute for Studies in Education Library.

B17 a) Research funding in a faculty of medicine: a case study. b) MSc thesis aiming at ascertaining the time impact of the economic climate of the past seven years on research in the Faculty of Medicine, Memorial University. Analysis of amounts, trends, etc. of the research funding, within the provin-

cial and national context. c) Dec. 1980. d) Wesley J. Drodge, Fac. of Medicine, Memorial University.

B18 a) Health manpower planning in Newfoundland and Labrador. b) MSc thesis which conducts an historical review of health manpower planning in the province; determines the number of types of training programs and facilities currently available; determines the current and future health manpower needs including the number and types of the various health disciplines; determines where such manpower might come from (trained within or outside the province); and develops a policy on health manpower planning for the province. c) Fall 1982. d) A. Lorraine Croft, Division of Community Medicine, Memorial University.

B19 a) Planning for the 80s: evolving three year regional planning for higher education in the Maritime Provinces 1980-81 to 1982-83/Planification pour les années 80: planification triennale développante au niveau de la région pour l'enseignement supérieur dans les provinces maritimes 1980-81 à 1982-83. b) Planning document. c) April 1980. d) Maritime Provinces Higher Education Commission, Box 6000, Fredericton, N.B. E3B 5H1. f) Report, English text 66 p., French text 68 p.

B20 a) Employment statistics 1979 for institute graduates. b) Report providing information on the employment of graduates from Saskatchewan's three technical-vocational institutes, based on a 1979 survey of graduates about six months after graduation. c) 1980. d) Judy Benson and Linda Smith, Saskatchewan Continuing Education, 1855 Victoria Ave., Regina, Sask. S4P 3V5.

B21 a) 1980 enrolment flow study: survey of January graduates and April survey. b) The enrolment flow study monitors the flow of students from Saskatchewan high schools and includes two surveys (in January for potential graduates at the end of the first semester, in April for students expecting to graduate in June) which examine immediate employment and education plans and those for the succeeding fall. c) 1980. d) Don Millard, Saskatchewan Continuing Education (see above).

B22 a) University accounting principles. b) To develop a set of guidelines on accounting principles, practices and standards of disclosure for Canadian universities and their affiliated colleges. c) June 1981. d) Touche, Ross and Co. f) *Bulletin*, Canadian Association of University Business Officers, 151 Slater St., Ottawa, Ont. K1P 5N1.

B23 a) Review of budgeting and resource allocation policies and procedures at selected Canadian universities. b) To write up the methodologies and philosophy at each institution with comments on institutional characteristics pertinent to the effectiveness of the program. c) April 1981. d) Lil Arnold, Ontario Institute for Studies in Education. f) *Bulletin*, Canadian Association of University Business Officers, 151 Slater St., Ottawa, Ont. K1P 5N1.

B24 a) Supply and demand for engineers in Canada. b) To forecast the demand for engineers by industry and the supply in Canada till 1990. c) Oct. 1980. d) K.S.R. Murthy, Dept. of Economics, Trent University; E.B. Harvey,

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

Ontario Institute for Studies in Education. f) Published by Technical Service Council, One St. Clair Ave. E., Suite 901, Toronto, Ont. M4T 2V7, $12.80.

B25 a) National study of employment situation for educated youth. b) The study gathers nationally representative data on the magnitude and correlates of unemployment and underemployment of recent university graduates. c) April 1981. d) E.B. Harvey (see above).

B26 a) Barriers to employer sponsored training in Ontario. b) Incentives and disincentives for employer sponsored training were investigated, an inventory of the perceived barriers to such training was prepared, and the perceptions of employers and other interested groups of changes needed in legislation and supporting policies and practices were investigated. c) June 1980. d) E.B. Harvey (see above). f) Report available at $3.50 from Publications Sales, Ontario Institute for Studies in Education, and Ontario Government Bookstore, 880 Bay St., Toronto, Ont. M7A 1L2.

B27 a) Institutional planning in Ontario Colleges of Applied Arts and Technology: perceptions of boards of governors and senior college management. b) Study concerned with identifying and comparing perceptions related to the institutional planning function within selected CAATs. c) April 1981. d) C.E. Pascal and G.S. Tracz, Ontario Institute for Studies in Education.

B28 a) Organizational aspects of university management. b) Description of present administrative structures at various institutions and of functions of senior administrators; identification of mechanisms for "function" allocation, and of internal, external and personal causes for "function" changes and transformations; assessment of various administrative structural configurations; a look to the future: necessary administrative functions for universities of the 1980s. c) June 1981. d) G.S. Tracz (see above).

B29 a) A study of the demand for places in Ontario universities and colleges, 1977-1985, with preparation of an enrolment forecasting model for Ontario. b) The study produced a set of enrolment forecasts, with an explanation of methods of calculation and assumptions, a discussion of the appropriate method for different purposes, and the direction and likely magnitude of error. It also prepared a forecasting system which enables the annual revision of estimates to be made without undue difficulty. c) April 1980. d) Cicely Watson and S. Quazi, Ontario Institute for Studies in Education.

B30 a) Study of the demand for places in Ontario's CAATs 1979-80, with preparation of an enrolment forecasting model. b) A set of forecasts will be produced for enrolment at the CAAT level, and a forecasting system which will permit the annual revision of estimates will be prepared. c) April 1981. d) Cicely Watson and S. Quazi (see above).

B31 a) Establishment of a planning office: University of Malawi. b) Project to assist the University of Malawi in setting up a planning office to prepare specific projections for the expansion of the Faculty of Education and the establishment of the Malawi Institute for Education. c) June 1980. d) D. Wilson, Ontario Institute for Studies in Education.

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

B32 a) Models for academic decision-making. b) Based on interviews with key academic administrators, faculty and students at major Canadian and U.K. universities, the study outlines the major decision-making models (i.e. peer group, participative, industrial democracy, administrative) currently in use for academic decisions. c) First phase 1981. d) David J. Lawless, Vice-President (Academic), University of Manitoba.

B33 a) Attributs linguistiques et disparités de revenu au sein de la main-d'oeuvre hautement qualifiée (MHQ) au Québec. b) L'étude (211 p.) examine l'effet net des attributs linguistiques - langue maternelle et connaissance du français et de l'anglais - des membres de la MHQ québécoise sur leurs revenus, basée sur les données d'une enquête faite par Statistique Canada en 1973 auprès des Canadiens détenant au moins un diplôme universitaire. Six chapitres: I. Définition de la MHQ et présentation d'un ensemble de données sur les disparités de revenu au sein de ce groupe. II. Cadre théorique de l'étude pour guider l'analyse de ces disparités. III. Exposé de la fonction de détermination des revenus retenus et de la technique économétrique utilisée, suivi d'une première série de résultats généraux sur l'incidence des divers attributs (éducation, expérience, semaines travaillées, champs de spécialisation, langue) sur les revenus. IV. Etude de l'incidence nette des attributs linguistiques sur les revenus selon diverses catégories occupationnelles, différents secteurs industriels et trois groupes d'âge. V. Détermination des revenus au sein de la MHQ féminine du Québec. VI. Conclusion. c) Nov. 1980. d) Robert Lacroix et François Vaillancourt, Centre de recherche en développement économique, Université de Montréal. f) Conseil de la langue française, Editeur officiel du Québec, 1980.

B34 a) Projecting K-12 teacher supply and demand in Alberta. b) The study's purpose was to develop teacher demand and supply predictor models. The study identified several educational variables requiring more precise data if teacher demand projections are to be made by subject specialization and grade level. Projections for Alberta indicate a growing demand leading to an increasing teacher shortage. c) Dec. 1980. d) G. Loken, Fac. of Education, University of Calgary. f) Alberta Education, 11160 Jasper Ave., Edmonton, Alta. T5K 0L2.

B35 a) Occupational attainments of university graduates of 1978 and 1973: a case comparison of men and women. b) Assessment of the occupational attainments of graduates of both sexes by cross-sectional comparison of two identical groups of 1978 and 1973 graduates. Career segregation by sex, undergraduate majors and years of graduation was affirmed. The long term general benefit of higher education was registered in the occupational selection process. High school achievement seemed to have persistent influence while the effects of SES remained to be clarified. c) Oct. 1980. d) Yee-Lay Jack Lam, Fac. of Education, Brandon University.

B36 a) From interprovincial comparisons to cutbacks: financial support for Ontario universities. b) Paper analysing the financial support for Ontario universities in relation to universities in other provinces; describing the system-wide effects university underfunding has had on faculty, staff, library book acquisitions and university research; and examining the subsequent decline in educational quality and standards at the campus level. c) Dec. 1980. d)

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

Ross S. Parry, Ontario Federation of Students, 643 Yonge St., Toronto, Ont. M4Y 1Z9.

B37 a) The ABC of fiscal restraint. b) Analysis of the Ontario government's fiscal policy of restraint, 1977-80. Examination of restraint in the public and the private sector and discussion of alternatives to restraint, as a fiscal strategy. The effects of the restraint policy on post-secondary education are also examined. c) June 1980. d) Jay Drydyk, Ontario Federation of Students (see above).

B38 a) Trend analysis of enrolments and participation percents in British Columbia post-secondary education, 1967-1979, BCFC Report 33. b) The annually updated report contains an overview of historical enrolment trends for each post-secondary educational institution in B.C. Enrolments and participation and retention rates are tabulated by year level and program. An inter-provincial comparison of 18-24 age group participation rates is included. c) May 1980. d) Fred Angus, B.C. Forecasting Committee, 6328 Memorial Road, University of British Columbia, Vancouver, B.C. V6T 1W5.

B39 a) Projections of post-secondary enrolments for British Columbia, 1980-1989, BCFC Report 34. b) Using cohort survival techniques, the annually updated report projects enrolments by year level and program for each post-secondary educational institution in B.C. Projected trends in provincial participation rates are also examined. c) May 1980. d) Fred Angus (see above).

B40 a) A financial analysis of the Ontario university system - 1980. b) The 44-page report examines the relative extent of university underfunding in Ontario as compared to other provinces and as compared to the primary and secondary sectors in Ontario, and deals with its impact on salaries, equipment renewals and library acquisitions. c) Sept. 1980. d) Ontario Council on University Affairs, 700 Bay St., 7th Floor, Toronto, Ont. M5G 1Z6.

B41 a) MOSST HQM demand model methodology. b) The study describes the MOSST highly qualified manpower model and data base which were designed to provide the basis for projecting the future requirements for university graduates. Its main purpose is to present a concise summary of the model stocks and the calculation algorithms and the various classification schemes pertaining to manpower. c) 1980. d) University Branch, Ministry of State for Science and Technology, 270 Albert St., Ottawa, Ont. K1A 1A1.

B42 a) Recent trends in degrees awarded and enrolment at Canadian universities. b) The study reviews recent trends to obtain a better understanding of the current capacity of the university system for generating highly qualified manpower. It also assesses trends in the number of university graduates available on the labour market. c) 1980. d) University Branch, Ministry of State for Science and Technology (see above).

B43 a) The stock of research trained personnel. b) Estimates of the stock of persons employed in R & D in the natural sciences by performing sector (government, industry, university) and region. c) 1980. d) University Branch, Ministry of State for Science and Technology (see above).

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

B44 a) The requirements for engineering graduates to 1985. b) Conditional projections of the requirements for engineering graduates by field of study. The bulk of the study is in the form of statistical tables. c) 1980. d) University Branch, Ministry of State for Science and Technology (see above).

B45 a) University enrolment projections to 2000. b) The study delineates the possible dimensions of changes in university enrolments of Canadians to the year 2000 under various assumptions. c) 1980. d) University Branch, Ministry of State for Science and Technology (see above).

B46 a) Research manpower requirements arising from accelerated expenditures on R & D. b) Confining itself to university-trained research personnel in engineering and the natural sciences, the study develops four possible scenarios of requirements for professional R & D personnel associated with raising the R & D level in Canada. c) 1980. d) University Branch, Ministry of State for Science and Technology (see above).

B47 a) Task Force on Manpower Flexibility. b) Development of manpower flexibility policies in the areas of early retirement, reduced appointments, leave of absence without pay, faculty retraining and redeployment, exchange and workload norms. c) In progress. d) Task Force, John R. Mallea, chairman, W.A. Jones, S.L.G. Chapman, Cicely Watson and Les D. McLean, Ontario Institute for Studies in Education. e) John R. Mallea.

B48 a) A study to determine the demand for labour associated with the development of Saskatchewan's heavy oil resources. b) In view of the current and expected increase in Saskatchewan's heavy oil industry, the study offers guidance to the provincial government by estimating how many jobs will be created, so as to train and provide the needed workers. Estimates are based on existing "ratios" of workers per oil well. c) April 1980. d) Derek Murray, Development Group Consultants, Box 317, Regina, Sask. S4P 3A1.

B49 a) Demand for labour in Saskatchewan to 1990 and its implications for manpower planning in the province of Saskatchewan. b) Estimates of numbers of workers and jobs in the 1980s, with discussion of factors affecting the numbers, leading to a prediction of a shortage of workers. c) 1980. d) Derek Murray (see above). e) Douglas Patriquin, Planning Bureau, Saskatchewan Executive Council, 2405 Legislative Drive, Regina, Sask. S4S 0B3.

B50 a) Saskatchewan apprenticeship review 1980. b) Periodic review of the government apprenticeship programs including possible changes in the list of designated trades, and ways to improve access to apprenticeship for special groups (women, native people, handicapped) perhaps by changing schooling requirements. c) 1980. d) Craig Dotson, Development Branch, Saskatchewan Labour, 1914 Hamilton St., Regina, Sask. S4P 4V4.

B51 a) 1979 graduate employment survey - 1974 follow-up employment survey. b) The survey of 1979 graduates several months after graduation aimed at determining the percentage of students employed, unemployed, continuing their studies, etc.; actual jobs held by graduates were listed by department. The 1974 follow-up survey gathered the same information about students graduating five years earlier. c) July 1980. d) Joel Newman, Counselling Services,

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

University of Victoria.

B52 a) Business aid to Canadian universities: 1957-1965. b) Article examining the support given by the business community to the development and expansion of universities between 1957 and 1965. During a period when public funding of higher education reached unprecedented levels, the private sector played a significant role in promoting the cause of and raising funds for the universities. The study explores the reasons for business involvement, the dimensions of such support and its significance within the context of the Canadian political economy. c) Spring 1980. d) Paul Axelrod, Dept. of History, Queen's University. f) *Interchange*, 11(1)25-38, 1980-81.

B53 a) Scholars and dollars: politics, economics and the universities of Ontario, 1945-1980. b) Monograph analysing the background to and the process through which the Ontario university system was expanded in the late 1950s/mid 1960s. Focusing on the economic function of higher education, the study examines the universities' efforts to meet the demands of an undulating, mixed capitalist economy. It concludes with an analysis of political and financial problems confronting higher education in the 1970s in the face of shifting economic priorities and changing economic conditions. c) Spring 1981. d) Paul Axelrod (see above).

B54 a) Program costing. b) Project to measure a program's direct costs: faculty salaries and fringe benefits allocated on the basis of "faculty floor hours", all other departmental costs allocated according to program student contact hours, and computer and media costs allocated according to program usage. The results will be used in a program evaluation process. c) Dec. 1980. d) K. Monk, Ryerson Polytechnical Institute.

B55 a) Graduate studies in agriculture. b) The study attempts to evaluate current trends in the quality and numbers of students doing graduate work in agriculture and to compare them to projected personnel requirements over the next 15 years in research, teaching, and inventory extension. It also attempts to assess student attitudes to and perceptions of graduate work and to relate these to economic and employment realities. If the quality or number of students is found to be inadequate, it will attempt to identify remedial measures. c) Winter 1980/81. d) B.D. Kay, Dept. of Land Resource Sciences, University of Guelph. f) N.J. Holliday, Association of Faculties of Agriculture in Canada, Dept. of Entomology, University of Manitoba.

B56 a) Agricultural manpower study. b) Annual compilation of statistics on numbers of students in diploma and bachelor's programs in faculties of agriculture; students are categorized by year and field of specialization. Statistics are also compiled on graduates from bachelor's, master's and doctoral programs with respect to area of specialization and employment. c) Ongoing. d) G.E. Laliberté, Dept. of Agricultural Engineering, University of Manitoba. f) N.J. Holliday (see above).

B57 a) Academic salary prediction model, 1980 implementation. b) The model was created for the use of University of Alberta central administrators in their planning and negotiation processes. It uses current staff data and user-specifiable assumptions to project future statistics related to the aca-

demic staff: total and average salaries, salary distributions, rank distributions, staff attritions. Documentation for the model is available. c) April 1980. d) W.D. Cairns, Institutional Research and Planning, University of Alberta.

B58 a) University of Alberta data book 1980-81. b) Compendium of descriptive statistics on students, staff, finances, space, courses and grades, describing the university's operations. c) August 1981. d) Brian R. Pinchbeck, Institutional Research and Planning, University of Alberta.

B59 a) Commission for Relocation Planning, Athabasca University. b) The Commission was established to study the problems and requirements of implementing the Alberta government decision to relocate Athabasca University from Edmonton to Athabasca, and to analyse the consequences for the university's operation. c) Dec. 1980. d) Barry L. Snowden, Athabasca University.

B60 a) Switching from quantity to quality of space allocation. b) The paper considers institutional space with new eyes in attempting to determine the spatial qualities of program structures, student credit hour flows and departmental services performed to the community. It describes the university academic units as a spatial network which can be analysed for its centrality, connectivity, and functional and locational complementarities. It seeks to develop a new methodology for analysing spatial relationships on campuses and draws from these results to suggest alternative space allocation procedures and new patterns of location for units and activities. The analysis demonstrates the qualitative impact of space allocation decisions and their relationships with program planning. c) May 1981. d) Charles H. Bélanger and Lise Tremblay, Bureau de recherche institutionnelle, Université de Montréal.

B61 a) Inflation is pricing out quality. b) Universities are facing an almost unsolvable problem in that they want to enhance quality and vitality in the years ahead with a diminishing manoeuvring range brought about by an ever increasing proportion of money being almost automatically committed to salaries while the shrinking remainder is being eaten up by inflation. The study examines the pressure points being created on the budget allocation and presents in-depth cases of several academic departments. It also suggests various scenarios which almost inevitably lead to a decrease of quality. c) May 1981. d) Charles H. Bélanger and Lise Lavallée, Bureau de recherche institutionnelle, Université de Montréal.

B62 a) Two years after graduation: results of a survey of 1976 doctoral recipients in Ontario. b) The report (64 p., 26 tables) deals with the labour force status of 1976 PhD graduates as of December 1978, their employment by non-university employers and at universities, the degree of satisfaction with their jobs, and recommendations concerning the connection between doctoral programs and labour markets. c) Oct. 1980. d) Brian Wolfe, W.B. Wolfe Inc., 29 Gore Vale Ave., Toronto, Ont. M6J 2R5. f) Research and Evaluation Branch, Ministry of Colleges and Universities, 15th Floor, Mowat Block, Queen's Park, Toronto, Ont. M7A 1L2.

B63 a) Employment survey of 1979 graduates of Ontario universities. b) A fall 1979 survey of graduates from 15 Ontario universities, Ryerson Polytech-

nical Institute and the Ontario College of Art to obtain data on the employment status of spring 1979 graduates and the relationship between that status and their post-secondary educational experience. c) Oct. 1980. d) Thompson Lightstone and Co., 60 Shaftesbury Ave., Toronto, Ont. M4T 1A3. f) Research and Evaluation Branch, Ministry of Colleges and Universities (see above).

B64 a) An assessment of the Ontario career action centres. b) Evaluation of the Thunder Bay, Windsor and Niagara Falls career centres as pro-active, community-based career counselling services directed primarily to unemployed youth. c) Jan. 1980. d) The Levy-Coughlin Partnership, 2 St. Clair Ave. East, Toronto, Ont. M4T 2T5. f) Research and Evaluation Branch, Ministry of Colleges and Universities (see above).

B65 a) Career search model: an integrated approach. b) The materials in this model were designed for use in a systematic program of career search and planning, and evaluated for their appropriateness for adult retraining and post-secondary students. Individual packages in the model are Creating a career, Applying for a job, Knowing yourself, Selling yourself, Organizing yourself, Researching employers, and Matching you and the job. c) Aug. 1980. d) Brian Desbiens, St. Clair College of Applied Arts and Technology, 2000 Talbot Road West, Windsor, Ont. N9A 6S4. f) Research and Evaluation Branch, Ministry of Colleges and Universities (see above).

B66 a) Energy consumption and acquisition costs of Ontario universities. b) Reports types of energy sources, amounts and total acquisition costs over a five-year period since 1974-75, and illustrates energy consumption and cost trends per unit area. c) Jan. 1981. d) Egils Taunis, University Affairs Division, Ministry of Colleges and Universities, 9th Floor, Mowat Block, Queen's Park, Toronto, Ont. M7A 1L2.

B67 a) Influence of new technologies on universities by decision support systems. b) The ramifications of new information processing technologies for institutional decision support systems and for clerical, administrative and academic personnel are analysed in the context of the accelerating evolution of new technologies and products in the communications/computer industry: "office-of-the-future", videotex, voice messaging, electronic mail, voice recognition and word processors. c) Dec. 1981. d) Bernard S. Sheehan, Office of Institutional Research, University of Calgary.

B68 a) Analysis of instructional program statistics in the Faculty of Medicine for budget assessment. b) Study of instructional program data to provide comparative indicators of load among faculty. Technical document describing procedures and explaining the rationale for calculating Faculty of Medicine statistical data provided to the University of Calgary budget committee. c) Feb. 1981. d) Eric A. Hillman, Office of Institutional Research, University of Calgary.

B69 a) The employability of youth: necessary skills, their utilization and development. b) The research focus is on employability, how it is perceived by teachers and students and how it is determined by employers. c) April 1981. d) N. Rowen and D. Livingstone, Ontario Institute for Studies in Education.

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

B70 a) Faculty rank distribution: analytical models and management decisions. b) The paper examines the problem of making explicit the conceptions of decision which are incorporated into the design of policy research, i.e. research in aid of decision. The case of faculty rank distribution in universities is used to analyse both a class of analytic models, i.e. models of faculty flow, and models of the process of deciding matters pertaining to faculty rank distribution. c) Nov. 1980. d) Craig J. Greenhill, Office of Institutional Research, University of Calgary.

B71 a) Comparative efficiencies in projecting faculty rank distribution. b) Comparative applications of simple and complex faculty flow models are examined to determine their relative demands for data and calculations; the divergence of their projections, especially when modelling a no-growth faculty; and an estimate of the error incurred (i.e. the cost to analysis) when a simple model is used. The comparison indicates that simple models may mislead by being insensitive. Similarly, it may be that no model at all is needed if one is only looking for estimates on a two-year horizon. c) May 1980. d) Craig J. Greenhill (see above).

See also/Voir aussi:

A3 Improving school retention and post-secondary participation.

A8 The universities of Canada.

A21 University language centres in Canada.

A28 La recherche subventionnée et commanditée des universités du Québec (annuel).

A42 The shrinking maze: report of the University of Calgary Program Review Committee.

A50 A comparison of polytechnic education in England and Wales with polytechnic education in Ontario.

C32 The teaching dossier.

C56 Relevé des activités d'enseignement (annuel).

C95 Longitudinal study of a transition to a fundamentally restructured timetabling format at the University of Manitoba.

D5 Preparation of the CAAT teacher data file as preliminary to designing a teacher demand/supply model.

D6 Career options for faculty.

D7 Etude sur la "professionnalisation" des professeurs d'université.

E3 Student financial aid and higher education in Canada.

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

E6 Job market reality for recent graduates.

E7 Higher education - hired?/Etudes supérieures: atout professionnel?

E21 A longitudinal study of Ontario women engineering students and graduates.

E28 From OSAP to OSGP: a brief history of student assistance in Ontario.

E30 Credit where credit is due: visa students and Ontario tax credits.

E39 Relance à l'université.

E41 1980 Manitoba community college follow-up survey.

E58 The feasibility of analysing socio-economic and related characteristics of post-secondary students using census statistics.

E65 Analysis of student flow at University of Manitoba 1978-79 to 1980-81.

F10 The marketing concept as applied to the economics of perinatal care.

F15 Preliminary evaluation of federal government program for labour education.

F26 Towards a more competent labour force: a training levy scheme for Canada.

F29 Comparison of two methods of delivering continuing medical education.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

Evaluation; teaching effectiveness, techniques and aids; grading; learning modes.

Evaluation; efficacité, techniques et aides de l'enseignement; notation; modes d'apprentissage.

C1 a) Remedial and ESL computer-assisted language skills instruction. b) CAI modules are made available to students on a voluntary basis via the language laboratories. Their progress with various kinds of lesson strategies in various areas (grammar, composition, reading comprehension) is evaluated. c) In progress. d) G.M. Boyd and Roger Kenner, Audio-Visual Dept., Sir George Williams Campus, Concordia University; A. Keller, English Dept., Vanier College, 821 Ste-Croix Blvd., Montreal, Que. H4L 3X9. e) G.M. Boyd.

C2 a) Writing assessment across the curriculum: some comparisons. b) Twenty teachers each in the humanities, in business education and the mathematics-science areas gave quality ratings to 30 samples of freshman writing in the argument mode. Various comparisons were made and the three groups of teacher-ratings were correlated with a number of syntactic complexity and other writing indices. c) Feb. 1981. d) M.F. Stewart and Hayden L. Leaman, Fac. of Education, University of New Brunswick.

C3 a) Sentence-combining: its past, present and future. b) The report describes and evaluates the origin and development of sentence-combining research and curriculum development in the USA and Canada; illustrates typical sentence-combining activities and the syntactic maturity indices used to measure students' development resulting from such activities; analyses nine American and two Canadian studies and indicates a number of textbooks and other curricular sources; summarizes a symposium on sentence-combining during the 1979 meeting of the Canadian Society for the Study of Education; and points out possible future directions this movement could take. Elementary to university levels. c) Feb. 1980. d) M.F. Stewart (see above). f) *The English Quarterly*, 12(4), Winter 1979-80.

C4 a) Création et validation d'un test permettant l'évaluation de l'étudiant-maître par ses élèves lors de son stage. b) A partir d'une question ouverte sur les quatre principales qualités attendues d'un bon professeur par ses élèves du secondaire (1 à V), on a identifié trois domaines ou dimensions: la discipline (cernée par trois épithètes comme le contrôle de la classe): 26 réponses/372; les qualités humaines (cernées par sept épithètes comme compréhension des jeunes): 206 réponses/372; l'enseignement (cerné par cinq facettes comme la compétence dans sa matière): 140 réponses/372. A partir de ces épithètes, un test est créé et validé pour évaluer le stagiaire. c) Juin 1981; publication sept. 1981. d) Marthe Demers et Thérèse Des Lierres, Fac. des sciences de l'éducation, Université de Montréal.

C5 a) Evaluation des objectifs d'un enseignant en math 102. b) Modification de la présentation d'un cours de mathématiques donné dans le cadre des techniques policières; vérification du degré de congruence entre les objectifs du cours et l'atteinte des objectifs par les étudiants ainsi que de l'effica-

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

cité des démarches d'enseignement. c) Juin 1981. d) Andrée Tran, Collège d'Alma, 675, boul. Auger ouest, Alma, Qué. G8B 2B7.

C6 a) Développement et application d'une méthode conceptuelle dans l'enseignement des soins infirmiers médico-chirurgicaux. b) Un problème de cohérence se pose dans l'enseignement du nursing médico-chirurgical: l'enseignement théorique s'appuie sur le modèle médical tandis que l'enseignement pratique (les stages) se fait à partir du modèle conceptuel de Dorothea Orem. On développera et expérimentera une méthode conceptuelle permettant d'utiliser le modèle nursing Orem dans l'enseignement théorique afin de réduire l'écart et l'incohérence sentis entre la formation théorique et la formation clinique des étudiants en techniques infirmières. c) Janv. 1982. d) Danielle Smith-Valois, Charlotte Ouimet-Cockburn, Ginette Prémont et Lina Rahal, Collège Bois-de-Boulogne, 10555, ave de Bois-de-Boulogne, Montréal, Qué. H4N 1L3.

C7 a) Un instrument d'évaluation de la formation générale au niveau du collège. b) Evaluation de la formation fondamentale des étudiants de niveau collégial à l'aide d'une série de tests "COMP" provenant des Etats-Unis et adaptés au Québec francophone. Ces tests évalueront la capacité de communiquer, de fonctionner dans le cadre des institutions sociales et d'utiliser la science, la technologie et les arts. c) Janv. 1981. d) Jacques Laliberté, Collège Bois-de-Boulogne (voir plus haut).

C8 a) Enquête sur les connaissances sexuelles des étudiants. b) L'objet est de mesurer les connaissances acquises par les collégiens concernant les dimensions biologique, psychologique et socioculturelle de la sexualité humaine et de développer un instrument de mesure valide à partir de la version expérimentale du test de connaissances sexuelles de Yvon Dallaire. L'analyse des données rendra possible l'identification des carences les plus marquées dans l'information des étudiants, la formulation de recommandations en termes de contenu pour la planification de l'enseignement du cours collégial de psychologie du comportement sexuel, etc. c) Juin 1981. d) André Goyette, Collège de Chicoutimi, 534 est, rue Jacques-Cartier, Chicoutimi, Qué. G7H 1Z5.

C9 a) Evaluation of virtual storage access method. b) Examen de la méthode d'accès à mémoire virtuelle, une nouvelle méthode d'accès à l'usage des ordinateurs 370 du système IBM, afin de déterminer son utilité pour compléter ou remplacer les méthodes d'accès déjà incluses dans le programme d'informatique au collégial. On étudiera aussi l'ampleur éventuelle de ce changement des méthodes d'accès antérieures à la MAMV dans le monde industriel. c) Juin 1981. d) Margaret Ellen Lund, Collège Dawson, 350, rue Selby, Westmount, Qué. H3Z 1W7.

C10 a) Recherche des caractéristiques visant l'implantation et l'encadrement des nouveaux cours de deux crédits en mathématiques. b) Un projet du gouvernement prévoit un minimum de deux crédits de mathématiques pour tous les cégépiens. On veut étudier la population touchée par l'introduction des nouveaux cours au moyen de questionnaires sur les perceptions, les attitudes et les attentes des professeurs et des étudiants. De plus, on se propose de faire l'inventaire des cours déjà existants qui répondent plus à des objectifs de formation qu'à des objectifs d'utilisation. c) Juin 1981. d) Claude Lapointe et Michèle Gingras, Collège Edouard-Montpetit, 945, chemin Chambly,

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

Longueuil, Qué. J4H 3M6.

C11 a) L'individualisation de l'éducation physique en milieu collégial. b) Recherche sur les possibilités de s'orienter vers un enseignement de l'éducation physique collégiale davantage individualisé, afin de respecter la personnalité et les caractéristiques de chaque étudiant. On se propose de faire un relevé de la documentation et d'enquêter auprès du milieu (professeurs et étudiants) afin d'identifier les besoins et d'analyser les principes sous-jacents au concept de l'individualisation de l'enseignement de l'éducation physique. c) Juin 1981. d) Marcel LaRue, Cégep de Lévis-Lauzon, 205, rue Mgr Bourget, Lauzon, Qué. G6V 6Z9.

C12 a) Modèle pédagogique et modèle nursing en techniques infirmières. b) Cherchant à établir une cohérence entre modèle nursing et modèle pédagogique, l'expérimentation vise à élaborer un modèle pédagogique d'inspiration humaniste, qui serait compatible avec la philosophie du nursing de Virginia Henderson, tout en respectant les contraintes liées au programme, aux stages, aux locaux et aux horaires du Collège de Matane. c) Juin 1981. d) Noëlla Langlois, Collège de Matane, 616, St-Rédempteur, Matane, Qué. G4W 1L1.

C13 a) Panorama de la pédagogie humaniste contemporaine. b) Le projet consiste à faire un panorama des courants d'idées contemporaines qui contribuent au renouvellement de la pensée pédagogique humaniste, des travaux des psychologues de la créativité aux spéculations de la physique contemporaine, sans oublier les intuitions qui s'expriment à travers l'art moderne. Ce panorama pourrait servir de guide à tous les enseignants qui, ne se sentant pas à l'aise dans le contexte de la pédagogie encyclopédiste et se sentant gênés par les simplifications parfois grossières de la pédagogie behavioriste, cherchent à appliquer des approches pédagogiques qui respectent l'intégrité de l'étudiant sans pour autant nier la responsabilité de l'enseignant. c) Juin 1981. d) Gilbert Rouzier et Nicolas Deville, Collège de Matane (voir plus haut).

C14 a) Simulation en laboratoire-collège: stratégie d'intervention pédagogique en paidologie. b) Les étudiants seront amenés à participer, à partir de données réelles (dossier d'un bénéficiaire), à un jeu de rôle dans lequel divers éléments devront être mis en évidence (connaissances théoriques, habiletés techniques, observation du comportement et communication). Ce projet permettra l'élaboration d'un instrument pédagogique apte à favoriser l'intégration des connaissances acquises par les étudiants en soins infirmiers pédiatriques. Par ailleurs, après avoir maîtrisé des situations de simulation, en laboratoire, l'étudiant pourra assumer chaque jour en champ clinique, l'entière responsabilité d'environ trois patients. c) Juin 1981. d) Andrée Dalphond Lazzaroni, Collège Montmorency, 475, boul. de l'Avenir, Laval, Qué. H7N 5H9.

C15 a) Comparaison de deux méthodes pour l'enseignement de la génétique formelle. b) La recherche porte sur la comparaison de l'efficacité du cours magistral par rapport à celle de l'enseignement programmé dans l'enseignement de la génétique formelle et permettra d'émettre une recommandation sur les avantages d'une méthode plutôt que l'autre. La comparaison, établie en terme de performance d'un échantillon d'étudiants, se fera par l'intermédiaire d'un pré-test et d'un post-test à partir desquels les gains relatifs des étudiants

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

seront calculés. c) Juin 1981. d) Yolande Jacob, Collège du Nord-Ouest, C.P. 1500, Rouyn, Qué. J9X 5E5.

C16 a) Evaluation d'un enseignement programmé en stoechiométrie. b) Des tests en stoechiométrie effectués par des étudiants démontrent que l'acquis des connaissances n'est que superficiel. Comme ces notions sont prioritaires pour la maîtrise d'une habileté fondamentale pour les cours de chimie, il est important de produire un document à structure séquentielle programmée qui sera utilisé dans les cours dont la stoechiométrie fait partie intégrante. Il faut s'assurer de la validité technique des séquences d'enseignement programmé en les soumettant à leurs utilisations et en mesurer l'efficacité à partir d'une analyse numérique comparative. c) Juin 1981. d) Joseph Jacob, Collège du Nord-Ouest (voir plus haut).

C17 a) L'enseignement coopératif en technologie minérale. b) Le projet vise à déceler les principaux effets de l'enseignement coopératif sur l'apprentissage des étudiants. Ainsi il sera possible d'observer les possibilités réelles d'une implantation dans le programme de technologie minérale et subséquemment dans divers autres domaines, après en avoir évalué l'impact. c) Déc. 1981. d) Jean Leclerc et Esther Côté, Collège de la région de l'Amiante, 671 sud, boul. Smith, Thetford Mines, Qué. G6G 1N1.

C18 a) Probabilités et statistiques B.B.G.R. b) Création d'une méthode d'apprentissage qui s'inspire d'une stratégie de l'enseignement élaborée par Diénès tout en tenant compte des processus et stades piagétiens. Les outils de cette démarche pédagogique sont l'expérience préalable, le laboratoire expérimental, le texte de symbolisation, le laboratoire d'application et le texte de formalisation au moyen de matériel didactique approprié. c) Juin 1981. d) Joseph-Marie Briand, Gaétan Beaudoin, Gérald Gagnon et Alain Roy, Collège de Rimouski, 60 ouest, rue de l'Evêché, Rimouski, Qué. G5L 4H6.

C19 a) Apprentissage de la démarche nursing selon le modèle de Virginia Henderson. b) L'objectif est d'élaborer un ensemble de situations-types favorisant l'apprentissage de la démarche nursing selon le modèle Henderson et de soumettre ces situations à une double validation: théorique et empirique. c) Juin 1981. d) Noëlla Gagnon-Caron, Collège de Rivière-du-Loup, 80, rue Frontenac, Rivière-du-Loup, Qué. G5R 1S8.

C20 a) Production d'un guide d'évaluation du plan d'études. b) Le projet vise à identifier tous les utilisateurs potentiels du plan d'études, à déterminer la nature de leurs besoins et à élaborer les instruments pouvant répondre à ces besoins. Le rapport final se présentera sous forme de guide d'évaluation destiné à assister le professeur. c) Juin 1981. d) Germain Godbout et René Piotte, Collège de Rosemont, 6400, 16e Avenue, Rosemont, Qué. H1X 2S9.

C21 a) Dossier-souche sur la recherche en innovation pédagogique. b) Afin de mieux servir les collèges, il s'avère important d'alimenter et de guider les chercheurs en matière d'innovation pédagogique. On se propose dans un premier volet d'y préciser les notions et concepts se rapportant à l'innovation pédagogique sur le plan international. Dans un deuxième volet, une mise au point sera faite sur les préoccupations des collèges par l'identification des attentes et besoins du milieu puis l'inventaire des démarches de recherche et

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

expérimentation depuis 1970. Troisièmement, une liste d'objets de recherche à privilégier en innovation pédagogique au collégial sera dressée par le biais d'une consultation d'ouvrages et d'organismes éminents dans les différentes catégories de la recherche. c) Juin 1981. d) Jacques Laliberté, Collège de Rosemont (voir plus haut).

C22 a) Instruments d'évaluation des processus de groupe de sports collectifs. b) La recherche vise une application des connaissances théoriques en construisant des instruments d'évaluation afin de fournir aux professeurs des moyens d'identifier et d'analyser les problèmes relatifs aux différents processus de groupe dans l'enseignement des sports collectifs. c) Juin 1981. d) François Lasnier et Estelle Villeneuve, Collège de Sainte-Foy, 2410, chemin Sainte-Foy, Sainte-Foy, Qué. G1V 1T3.

C23 a) Enquête sur les besoins en ressources informatiques de la P.M.E. au Québec. b) Le projet se propose de trouver les moyens et méthods de formation nécessaires au programme d'informatique afin de répondre aux nouvelles exigences amenées par la micro-informatisation des entreprises et surtout des petites et moyennes entreprises. c) Juin 1981. d) Nicole Kobinger, Michel Normandeau et Jean-Claude Bélanger, Collège de Sainte-Foy (voir plus haut).

C24 a) Intégration de l'ordinateur aux pratiques éducatives. b) L'intégration de l'ordinateur aux pratiques éducatives a connu un échec relatif, en partie à cause d'un manque de support auprès des enseignants. Le projet vise à développer et à évaluer une stratégie d'animation auprès des professeurs articulée autour de trois volets: l'inventaire de la banque de programmes DECUS, l'encadrement de quelques projets pilotes réalisés par des professeurs et l'organisation d'une session de perfectionnement à l'intention des professeurs. c) Juin 1981. d) Guy Denis, Raymond Barbeau et Liem Nguyen, Collège de Sherbrooke, 475, rue Parc, Sherbrooke, Qué. J1H 5M7.

C25 a) Projet d'enseignement aux anglophones. b) La région du Sud-Ouest du Québec comporte une assez forte proportion d'étudiants anglophones et francophones attirés par l'école secondaire anglophone. Un nombre important de ces étudiants, surtout ceux dont la langue maternelle est le français, manifestent le désir de poursuivre leurs études collégiales en français, mais éprouvent de sérieuses difficultés linguistiques. Le projet vise à intégrer ces étudiants du secteur secondaire anglophone au secteur collégial francophone en dépistant leurs difficultés et en les faisant progresser tout au long de leur réinsertion. c) Juin 1981. d) Françoise Legoux et Micheline Lamothe, Collège de Valleyfield, 169, rue Champlain, Valleyfield, Qué. J6T 1X6.

C26 a) Curriculum - forest resources management. b) A new approach is being studied to emphasize the integrative nature of forest resource management. Four broad streams of knowledge have been identified and ways are being explored to develop a topic sequence that will advance the student towards the goal of development: decision maker, communicator and implementor. Emphasis is placed on using the senior year to emphasize: student's ability to undertake and report upon independent study or research (thesis); student's ability to work as part of a team in a group study of a problem in integrated resource management; and the practice of forest management as the integration of silviculture, protection, forest regulation and business administration. c) July 1981. d)

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

N. Kissick, I. Methven, P. Arp and A. Dickson, Fac. of Forestry, University of New Brunswick.

C27 a) Computerized multi-media instructional television. b) COMIT was a sophisticated CAI system developed by IBM and tested in a number of field settings at the University of Waterloo between 1975 and 1978. Its effectiveness was examined for a variety of instructional applications using a number of pedagogical approaches and evaluation designs. Overall experience with the COMIT system is reviewed here in relation to five evaluative criteria: effects on student learning, effects on student attitudes, effects on teachers, institutional effects and extra-institutional effects. c) 1980. d) C.K. Knapper, Teaching Resource Person, University of Waterloo. f) *Proceedings of the Third Canadian Symposium on Instructional Technology*, 1980, 111-115.

C28 a) The evaluation of instructional technology. b) Personal review of the evaluation process in education, focusing particularly on instructional technology, defined as any systematic approach to teaching and learning. The report provides an informal survey of the philosophy, criteria, methods and problems in instructional evaluation, supplemented by specific examples and applications in instructional technology as used in colleges and universities. Special attention is given to program evaluation, and an overview is presented of the results of past evaluations that have attempted to examine the effectiveness of instructional technology. c) 1980. d) C.K. Knapper (see above). f) New York, Halsted Press, 1980.

C29 a) A decade review of Canadian college teaching research, 1970-1980. b) Research by Canadian psychologists on college and university teaching is reviewed for the period 1970-1980. The studies reviewed include investigations of instructional innovations, studies of instructional evaluation (especially teacher rating forms), characteristics of learners, teachers and courses, including such factors as student achievement, personality and cognitive variables among learners, teacher training, and the content and structure of courses. The review concludes by discussing three general questions: whether or not Canadian research can be considered unique, whether it is significant and whether it has affected psychological theory or teaching practice. c) 1980. d) C.K. Knapper (see above). f) *Canadian Psychology*, in press.

C30 a) Lifelong learning and higher education: implications for teaching. b) The lifelong learning concept implies that learning is not confined to a particular period of life or formal educational institutions, but is a set of attitudes and skills used throughout life in a wide variety of situations. As such, it is distinct from traditional notions of adult education, or even recurrent and continuing education. Although most learning takes place outside schools, it is in the formal educational institutions that self-directed learning is first developed, and hence it is important to ensure that higher education is responsive to new lifelong learning needs. This is best done by working through existing university teachers and encouraging innovations that emphasize student-centred learning with real life problems, as opposed to traditional didactic instruction. Here instructional developers may play a key role in the future. c) 1980. d) C.K. Knapper (see above); A.J. Cropley, Universität Hamburg, 2000 Hamburg 13, West Germany. f) *Proceedings of the Sixth International Conference on Improving University Teaching*, 1980, 444-452.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

C31 a) Instructional technology in Canada. b) Review of recent developments, including computer-assisted learning and instructional television, with special attention given to the role of the National Research Council. Likely future trends are also discussed. c) 1980. d) C.K. Knapper, Teaching Resource Person, and Barry L. Wells, Systems Design, University of Waterloo. f) *Higher Education in Europe*, 1980, 5(3).

C32 a) The teaching dossier. b) The teaching dossier is an approach to evaluating instruction based on multiple sources of evidence, ranging from student ratings and peer assessments to evidence of student success attributable to a particular teacher. Compilation of a teaching dossier as one part of a curriculum vitae has been proposed by CAUT as an alternative to reliance on results from student evaluation forms in tenure, merit and promotion hearings. The report contains a general explanation of the teaching dossier, describes how to create it, and provides advice to administrators on its use in major career decisions. c) 1980. d) Bruce M. Shore, McGill University; Stephen F. Foster, University of British Columbia; C.K. Knapper, University of Waterloo; Gilles G. Nadeau, Université de Moncton; Neill Neill, University of Guelph; Victor Sim, Canadian Association of University Teachers. f) CAUT, 1001-75 Albert St., Ottawa, Ont. K1P 5E7

C33 a) Elaboration, expérimentation, évaluation et diffusion de projets d'enseignants du secteur professionnel, niveau secondaire. b) La recherche met en application un modèle de perfectionnement qui invite des enseignants à formuler et à expérimenter des projets de recherche-action. Les démarches suivies par ces enseignants seront méthodiquement analysées de façon à évaluer les effets de cette approche sur l'activité éducative et en particulier sur les attitudes, habiletés et connaissances de l'enseignant. c) Déc. 1981. d) Gabriel Goyette et Jean Villeneuve, Dép. des sciences de l'éducation, Université du Québec à Montréal.

C34 a) Projet d'intégration de la formation. b) Expérimentation dans une école visant la formation simultané de superviseurs et d'étudiants en enseignement élémentaire. Les enseignants sont inscrits en maîtrise et entreprennent l'étude de la supervision et de la recherche-action et examinent la définition de leur propre pédagogie. Les étudiants de 1er cycle sont jumelés à ces enseignants, ils participent à la vie de la classe et de l'école et ils sont supervisés. Des séminaires réguliers encadrent les différents aspects de cette action. c) Sept. 1982. d) André Paré et Thérèse Laferrière, Dép. de psychopédagogie, Université Laval.

C35 a) L'analyse interactionnelle au niveau collégial. b) Thèse de doctorat en andragogie voulant pousser plus loin l'application de systèmes déjà utilisés à divers niveaux: celui de Flanders ou FIAS et celui de Scheffers ou CAFIAS. La présente recherche introduit ces instruments au niveau collégial et s'intéresse non seulement aux comportements verbaux mais aussi aux comportements non-verbaux, une des hypothèses étant que le changement des uns entraîne le changement des autres. La recherche veut également démontrer que ces changements sont durables. c) Juin 1981. d) Denise Badeau, 10885, rue Pasteur, Montréal, Qué. H3M 2N4.

C36 a) The study of business law in Canadian management programs. b)

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

Examination of the teaching of business law courses in terms of their content and staffing in management faculties in the common law provinces. c) May 1981. d) Roger Rickwood, Dept. of Management Arts, University of Lethbridge.

C37 a) Effective teaching in physical education. b) Hundred video-taped lessons covering a wide range of games, gymnastics and physical activities are analysed using four behavioural coding systems (Siedentop, Gasson, Flanders, McLeish) to discover criteria of effective teaching. c) April 1981. d) John McLeish, Bruce L. Howe and John Jackson, Fac. of Education, University of Victoria.

C38 a) Evaluating value-shifts in college students after a course on human values. b) Students entering the humanities course, *In Search of Value* were given the Rokeach values inventory (terminal and instrumental). After a semester's exposure to various philosophical and ideological systems, using experimental technique (and traditional methods), an attempt will be made to discern if any major value-shifts have taken place. c) May 1981. d) Harry Wagschal, Dawson College, 350 Selby St., Westmount, Que. H3Z 1W7.

C39 a) Development of prototype CAI courseware for introductory statistics. b) Project to develop prototype courseware that can assess prerequisite skills and provide examples and practice at varying levels of difficulty in accordance with a student's intended or current area of specialization. c) April 1981. d) D. Burrill and W. Oliver, Ontario Institute for Studies in Education.

C40 a) The design of self-directed learning. b) Project that produced three 30-minute video-programs describing models for the design of self-directed learning in post-secondary institutions: *Learning Transitions*, *Elements of Design* and *Tip of the Iceberg*. The models are: emergent design, contract learning, and individual learning projects. They are accompanied by a guidebook and readings that add two other models, a problem-based curriculum and a competency-based program. c) Jan. 1981. d) Reg Herman, Ontario Institute for Studies in Education.

C41 a) English achievement test. b) Development of a domain-referenced English evaluation procedure for administration to students entering Ontario universities. c) Sept. 1982. d) M. Holmes and P. Evans, Ontario Institute for Studies in Education.

C42 a) Computerized conferencing: an eye-opening experience with EIES. b) The article focuses on computerized conferences, one mode of information exchange between researchers and scholars, and describes the author's experience with the Electronic Information Exchange System. Particular attention is paid to the psychological aspects. c) 1980. d) G.S. Tracz, Ontario Institute for Studies in Education. f) *Canadian Journal for Information Science*, 5:11-20.

C43 a) Survey on diagnostic/placement testing. b) Survey of practices and attitudes at Ontario universities regarding diagnostic testing and placement of incoming first-year students, covering competencies indicated, arrangements for streaming, nature and purpose of tests used, interest in inter-university cooperation on test development and use, and interest in a diagnostic/placement

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

testing conference. c) Dec. 1980. d) Alan Gold, Dept. of Mathematics, University of Windsor. f) Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ont. M5S 2T4

C44 a) Comparative field evaluation of nurses practising in isolated nursing stations. b) Health and Welfare Canada sponsors a clinical training program designed to increase the skills of nurses working in isolated nursing stations in the North. The study is to determine whether this program is an effective educational program. c) March 1981. d) C.B. Hazlett, Div. of Health Services Administration, University of Alberta. f) Medical Services Branch, Health and Welfare Canada, Ottawa, Ont. K1A 0L3.

C45 a) Performer, researcher, organizer: teaching roles in higher education. b) Videotape whose purpose is to stimulate discussion concerning various roles of the university teacher in the hope of fostering an atmosphere of trust and understanding between professors, students and administrators who often hold different and contradictory concepts of teaching. Such an atmosphere is seen as a prerequisite to the initiation of teacher improvement programs. A second objective of the tape is to lend legitimacy to the various conceptions of university teaching by depicting each role, through the person of an actor, as holding a valuable place in the total scheme of university teaching. Finally, the tape could serve as a springboard to discussions about how to improve teaching in all its roles. c) 1980. d) Richard G. Tiberius, Fac. of Medicine, and Michael Edmunds, Media Centre, University of Toronto. e) Michael Edmunds.

C46 a) Enseignement à des grands groupes. b) Développement d'une pédagogie des grands groupes (n = 150 ou plus) utilisant les leçons magistrales, les ateliers en petits groupes (n = 10) et une banque de questions sur ordinateur pour l'évaluation. c) Mai 1981. d) Louis-H. Boivin, Fac. des sciences de l'éducation, Université Laval.

C47 a) An evaluation of clinical competence of housestaff in ambulatory care. b) The study will involve development of valid and reliable instruments to measure performance; measurement of performance in tasks in ambulatory care in the three domains of learning (knowledge, skills and attitudes); developing criteria for performance at a competent level. c) Jan. 1982. d) Linda Snell, Royal Victoria Hospital, Montreal, Que.; Vimla Patel, Centre for Medical Education, McGill University. e) V. Patel.

C48 a) A multifaceted evaluation study of clinical clerkship. b) To evaluate clinical clerks at McGill's medical school, student learning, learning environment and organization of clerkship activities were assessed. Learning was assessed as to factual knowledge, problem solving, technical skills, interpersonal skills and attitudes, using multiple-choice questions, review of problem solving charts, clinical checklists, videotaped doctor-patient interviews, questionnaries, interviews and student diary. c) Nov. 1980. d) Vimla Patel (see above).

C49 a) Return to basic science in undergraduate medical education - its effects on learning, organization and attitudes. b) As part of McGill's restructured undergraduate medical curriculum, a return to basic science was

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

introduced in the students' final year. This study (MA thesis) determined the effect of this return on the students and faculty on a variety of educational, attitudinal and organizational variables. Data were collected using achievement tests, questionnaires, checklists and interviews. Major findings indicate that the program was effective in facilitating student learning and favourably changing student attitude towards basic science. c) April 1980. d) Vimla Patel (see above).

C50 a) L'enseignement du droit aux adultes. b) Les conditions de mise en oeuvre d'un programme structuré d'études en droit pour adultes, le soir à temps partiel. L'originalité du mode de sélection/orientation. Les tentatives pour adopter les enseignements à la spécificité de la clientèle. c) Fév. 1981. d) André Poupart, Fac. de l'éducation permanente, Université de Montréal; Jean-Louis Levesque, Direction générale de l'éducation permanente, Université de Sherbrooke.

C51 a) Etude évaluative anthropopédagogique de systèmes ouverts en pédagogie universitaire. b) Analyse de deux milieux d'apprentissage d'étudiants adultes au premier cycle en technologie éducationnelle à l'Université de Montréal. Une corroboration des témoignages des étudiants avec les données d'observateurs participants de même qu'avec d'autres informations provenant de nombreux outils tant anthropologiques que pédagogiques tels les tests du profil d'apprentissage qui parviennent à dégager une soixantaine d'observations sur le vécu d'un système ouvert. Dix lois regroupent ces observations qui peuvent permettre l'amélioration d'une pédagogie ouverte. c) 1980. d) André Morin, Constantin Fotinas et Danielle Shelton, Fac. des sciences de l'éducation, Université de Montréal.

C52 a) Teaching and extension methods in agriculture. b) Report on the planning, execution and evaluation of a workshop on teaching and extension methods conducted in West Africa by the University of Guelph. c) 1980. d) J.C.M. Shute and G.A.B. Moore, University of Guelph.

C53 a) Improving experiential learning techniques for tertiary level education. b) Style flexing: making students aware of the effects of their predominant cognitive style(s) on how they process information. Designing hands-on activities to facilitate learning of abstract concepts. Improving note-taking and brainstorming: expediting the process of getting down on paper what is in a rapidly-moving flow of consciousness. c) Ongoing. d) T.F. Carney, Dept. of Communication Studies, University of Windsor. f) "The apprentice shop: a new experiential learning activity format", *Simgames*, 7(2)2-6, 1980. "The four communications styles approach", *The 1980 Annual Handbook for Group Facilitators*, University Associates, 127-32. "Mind maps: a new technique for facilitating brainstorming in designing simulations", *Simgames*, 8(1) 15-17, 1980.

C54 a) Didacthèque: centre de ressources, de documentation et de production pour les enseignants du primaire et du secondaire inscrits au programme de perfectionnement des maîtres en français. b) Création d'une didacthèque dont la documentation sera en partie composée de travaux réalisés par des practiciens de l'enseignement du français, langue maternelle, aux niveaux primaire et secondaire, inscrits au programme de perfectionnement des maîtres

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

en français. c) Mars 1980 (première étape). d) Toussaint Fortin, Lucien Crustin, Jean Yves Boyer, Yves Barbarie, Georges Farid et Gisèle Chevalier, P.P.M.F., Centre d'études universitaires dans l'Ouest québécois, C.P. 1250, succ. B, Hull, Qué. J8X 3X7.

C55 a) L'impact de la formation universitaire sur les modes de pratique dentaire. b) Il s'agit de clarifier les relations entre la préparation universitaire et le contexte d'activité des dentistes au Québec. Les variables indépendantes "formation professionnelle" et "fait organisationnel" sont ainsi mises en relation avec le processus de professionnalisation qu'est la variable dépendante. c) Déc. 1980. d) Jean-Louis Fortin, Fac. de médecine dentaire, Université de Montréal. f) Thèse de doctorat, Bibliothèque E.P.C., Université de Montréal.

C56 a) Relevé des activités d'enseignement (annuel). b) Nombre de cours, nombre d'inscriptions et nombre de crédits par trimestre et selon l'université, le niveau et les familles de disciplines. c) Publication annuelle; variable. d) Direction générale de l'enseignement supérieur, Ministère de l'Education, Edifice "G", Québec, Qué. G1R 5A5.

C57 a) An experiment in external examination. b) Attempt at devising a simple, effective method of external examination of an undergraduate program. c) In progress. d) W.P. Adams and A.G. Brunger, Dept. of Geography, Trent University; K.B. Beesley, Dept. of Geography, University of British Columbia.

C58 a) Etat et tendances de l'innovation pédagogique. b) Répertoire critique des recherches et expérimentations en innovation pédagogique dans l'enseignement collégial au Québec durant les années 1970. c) Juin 1981. d) Paul-Emile Gingras, Centre d'animation, de développement et de recherche en éducation, 1940 est, boul. Henri-Bourassa, Montréal, Qué. H2B 1S2.

C59 a) The development of cognitive structures in university students. b) Investigation into what knowledge students bring to a course; what changes occur in their understanding of course concepts, relationships and strategies during the course; and what relationship student knowledge of course concepts has with their achievement in the course and with the professor's cognitive structure of the course. c) 1984. d) Janet G. Donald, Centre for Teaching and Learning Services, McGill University.

C60 a) The cognitive structures of professors. b) Study of concepts and patterns used by professors in different disciplines to portray course content. Underlying the study is the investigation of methods and measures describing the parameters of conceptual structuring. c) 1981. d) Janet G. Donald (see above).

C61 a) Meaning across disciplines. b) Study of the types of concepts used and the variables affecting these concepts in different disciplines. Concept composition, abstraction, complexity and fuzziness are important variables to be measured. c) 1985. d) Janet G. Donald (see above).

C62 a) Computer-based instruction in Canadian social science departments: preliminary survey. b) Preliminary survey of computer-based instruction in

social science departments conducted in fall 1979. A short questionnaire was sent to 619 social scientists; 283 were returned representing 221 unique social science departments in Canada (about 70%). c) May 1980. d) Edward H. Hanis and Frederick T. Evers, Social Science Computing Laboratory, University of Western Ontario. f) Paper, *Prospects for the Integration of Computing Resources into Social Science Programs in Canadian Universities*, available from investigators.

C63 a) Project Ice. b) Preparation of a student questionnaire suitable for instructor/course evaluation with known reliability and validity properties. c) June 1982. d) John Roth, Psychology Dept., Ryerson Polytechnical Institute.

C64 a) Cognitive processing differences and success of doctoral research students. b) Recent developments in cognitive theory and studies of gifted students suggest that high academic performance is enhanced by flexible learning styles which the learner can manipulate according to the needs of the learning situation, and by the learner's ability to adjust the learning task to his preferred style. This study intends to verify the existence of such high-level functioning among successful doctoral research students, to enquire about its absence among those less successful, and to eventually examine the development of these skills in cross-age and longitudinal studies. c) 1984. d) Bruce M. Shore, Centre for Teaching and Learning Services, and Ronald H. Tali and F. Gillian Rejskind, Fac. of Education, McGill University.

C65 a) The relation between research and instructional decision-making in higher education. b) Analysis of interviews with nearly 100 outstanding researchers to study the ways in which they themselves learn and the extent to which the nature of their research is reflected in how they propose their subject should be taught to students at various levels. Preliminary results indicate a greater similarity of learning and teaching methods in certain social sciences and humanities than experimental sciences, especially concerning undergraduates. c) 1981. d) Bruce M. Shore (see above).

C66 a) Les carences en français au collégial: le diagnostic et le choix du traitement. b) Enquête portant sur les politiques linguistiques appliquées dans les collèges et sur les divers moyens de récupération proposés aux étudiants faibles en français. c) Août 1980. d) Françoise Poitras, CEGEP de l'Outaouais, C.P. 5220, succ. A, Hull, Qué. J8Y 6M5. f) Rapport, 154 p.

C67 a) Student teacher performance: a look at three independent assessments. b) The study explores relationships between three sets of ratings given to student teachers in a preparation program for teacher certification; a 78-item evaluation instrument was administered to 23 elementary and 24 secondary candidates (25 females, 22 males), their associate teachers (supervising classroom teachers) and their faculty advisors late in the second semester of a two-semester program. c) Oct. 1981. d) G. Patrick O'Neill, Coll. of Education, Brock University.

C68 a) Instructional evaluation and development project. b) Analysis of instruments and processes for summative and formative evaluation of instructional activities. c) Ongoing. d) L.R. Andreotti, Liberal Studies, Grande

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

Prairie Regional College, Grande Prairie, Alta. T8V 4C4.

C69 a) Critical thinking in education. b) Analysis, survey and critique of all education programs designed to teach students to be "critical thinkers". The work covers standardized tests, courses, materials and proposals for teaching critical thinking; this also includes courses for teaching logic, both formal and informal. c) 1980-81. d) John E. McPeck, Fac. of Education, University of Western Ontario. f) To be published in book form by Martin Robertson Publishers, Oxford, 1981.

C70 a) Some student teachers' perceptions of the importance of achieving competence in operating audiovisual machines. b) Questionnaires are administered at the beginning and at the end of an introductory course in educational media. f) June 1981. d) Edward V. Crisp, Fac. of Education, University of Western Ontario.

C71 a) Analyses of student evaluations of instructors and courses. b) Factor analyses have been performed on instructor and course ratings made by students at a faculty of education. Three successive years of ratings were analysed using as units the averages of ratings on each of the scales within various course sections. The same two factors consistently emerged for the instructor ratings in each year, but only one factor emerged for the course ratings. Recently factor analyses of instructor ratings for a sample of instructors have been undertaken to see whether the same factor patterns emerge for individuals as over the entire faculty. c) June 1981. d) Alan G. Slemon and William G. Nediger, Fac. of Education, University of Western Ontario.

C72 a) Course evaluation handbook. b) Description of the course evaluation system at Athabasca University. It sets down some guidelines to help course teams contend with some of the standard course evaluation dilemmas, contains a substantial set of questions used by course teams in the past, and describes a simple procedure whereby course teams can commission tailor-made course evaluation instruments. c) Dec. 1980. d) D.G. Shale, Athabasca University.

C73 a) Learning to learn. b) Field study at North Island College investigating the *Use Your Head* telecourse as a key example of a learning-to-learn method in an open learning system. The project involved developing an interactive workbook to complete the course components developed by the BBC. This innovative approach features the integration of an individually determined learning project as the resource upon which to practise the new learning skills. Although the field work was not extensive enough to provide statistically significant results, it did produce an exciting and usable telecourse for North Island College. c) June 1980. d) Kathleen Forsythe, Knowledge Network of the West Communications Authority, Box 3200, Victoria, B.C. V8W 3H4.

C74 a) Tutoring in distance education: the relationship between tutor characteristics and behaviours and student performance. b) Investigation of how students' perceptions of telephone tutor characteristics and behaviours are related to student perseverance and academic success. Specific objectives: to develop a refined instrument to measure student perceptions of tutors; to identify clusters of tutor characteristics and behaviours relevant to distance

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

education; and to identify tutor characteristics and behaviours associated with successful student performance. c) July 1981. d) Jocelyn Calvert-Boyanowsky and David Kaufman, Open Learning Institute, 7671 Alderbridge Way, Richmond. B.C. V6X 1Z9.

C75 a) Development of learning systems for home economics programs. b) To develop learning modules for use in the areas of nutrition, textile science, family studies methods, program planning and consumer economics, which will allow students to proceed at their own pace and select learning activities that reflect each student's background and interest. A computer-managed learning system is being developed for use with the learning modules in textile science. c) Feb. 1981. d) E.M. Crown, E.A. Donald and D. Kieren, Fac. of Home Economics, University of Alberta. e) E.M. Crown.

C76 a) Effects of models of teacher education on assessment of young children. b) PhD thesis. c) In progress. d) Gary Hunt, Fac. of Education, University of Toronto.

C77 a) Student needs and program availability in part-time studies. b) The study will provide a survey (list) of available programs and policies by institution; an assessment of barriers to part-time study; a survey of students' perceptions of such barriers; and a comparison between the last two items. c) March 1981. d) Robert Coughlin, The Levy-Coughlin Partnership, 2 St. Clair Ave. East, Toronto, Ont. M4T 2T5. f) University Affairs Division, Ministry of Colleges and Universities, Mowat Block, 900 Bay St., Toronto, Ont. M7A 1L2.

C78 a) Student evaluations of teaching. b) Examination of the literature on the relationship between a professor's grades and the evaluations students accord the professor, including an emperical test. c) Summer 1980. d) Douglas J. McCready, Dept of Economics, Wilfrid Laurier University. f) Working paper, Research Office, Wilfrid Laurier University.

C79 a) Year one resource centre use. b) A questionnaire similar to one used five years ago was distributed to all year one students. Results were examined to find changes in patterns of resource use and attendance at the resource centre. Some questions of strategy in providing support for year one courses are identified. c) Spring 1980. d) G.F. Atkinson and G.E. Toogood, Dept. of Chemistry, University of Waterloo. f) In press, Journal of Chemical Education.

C80 a) Survey of examinations in analytical chemistry in Canadian universities. b) By questionnarie, information and copies of papers were collected from responding institutions. Papers were analysed by question type and topical coverage, and compared to previous data reported by Zienius on distribution of teaching time. c) Winter 1980. d) G.F. Atkinson. (see above).

C81 a) MATREXAM: a new form of computer-graded examination. b) Paper describing this lumped multiple-choice examination form which allows synonymous correct answers and marks for partial knowledge and is now in working form. Descriptive and diagnostic statistics are being added to the package. A manual for users is being updated. c) Continuing. d) G.F. Atkinson and

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

E.G. Doadt, Dept. of Chemistry, University of Waterloo. f) *Assessment in Higher Education*, 5(2)112-121, April 1980.

C82 a) Red River Community College nursing survey. b) In January 1980, Red River Community College changed the format of its practical and diploma nursing programs. To assess the effect of changes made and to find out where further changes may be desirable, a questionnaire was sent to all 1976-78 nursing graduates and a performance appraisal form to their employers. The next part of the study will involve 1980 and 1981 graduates. c) Nov. 1983. d) O. McDermott, Community Colleges Division, Manitoba Department of Education, 214-530 Century St., Winnipeg, Man. R3C OV8; B. Barnard, Health Sciences Division, Red River Community College, 2055 Notre Dame, Winnipeg, Man. R3H OJ9 e) B. Bernard.

C83 a) Videotaped self-instructional models on oral and facial pain. b) Preparation of six self-instructional models on facial and oral pain. The core of each is a patient interview, around which an outline is built which includes aetiology diagnosis and treatment of each condition. c) April 1980. d) R.I. Brooke, Fac. of Dentistry, University of Western Ontario. f) Tapes will be offered to other teaching institutions.

C84 a) Personalized self-instruction course: child and adolescent psychiatry for occupational therapy students. b) Consisting of two textbooks, prepared study guides and pre- and post-test questions, the course is designed along the Kellar Plan which includes lectures as well as assignments. Student evaluation of the course indicates that it is a viable alternative to lectures, but requires more time and better organization of study time by the student. Increased independence for learning was cited as a possible feature. c) April 1980. d) H. Burton, Program in Occupational Therapy, University of Western Ontario.

C85 a) Teaching assistant orientation. b) Preparation of a booklet for the use of teaching assistants in a first-year chemistry course. Attention was directed at increasing the familiarity of assistants with the program to improve their presentations, including general notes on course procedures to reduce the natural anxiety a teaching assistant encounters upon facing a class for the first time. A literature review of problems relating to the learning of chemistry by students with less than ideal background was also conducted. c) June 1980; report June 1981. d) K. Calvin and F. Bennett, Dept. of Chemistry, University of Western Ontario.

C86 a) Seven videotape recordings which depict helping interview situations. b) The interview situations include doctor-nurse interaction and helping situations in hospital and community which nurses or health team members frequently encounter. A written instructional guide for the student and teacher accompanies each 8-10 minute tape. The tapes provide the opportunity to analyse helpee behaviour, apply theories, create their own potential responses, interject role playing at any time and have a common focus for group discussions. c) Jan. 1981. d) F. Lundblad Daily, Fac. of Nursing, University of Western Ontario.

C87 a) Teaching with cases. b) As a state of the art review of teaching

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

with cases, the book presents excerpts from more than 80 interviews with educators interested in the case teaching process, along with other literature, in a framework which covers philosophy, prerequisites, program and course planning, class preparation, in-class processes, evaluation, case use variations, using cases in non-case environments and special considerations. The objective is to make it easier for newcomers to find out what case teaching is all about and for those already involved to expand their horizons. The concern is for anyone trying to use cases in any settings, including management training programs, adult education, in-house training, and courses in high schools, community colleges and universities. c) Aprii 1981. d) James A. Erskine, Michiel R. Leenders and Louise A. Leenders, School of Business Administration, University of Western Ontario.

C88 a) CAI in problem-solving skills in physics. b) To develop programs for the Commodore PET microcomputer for use in computer-student dialogue in tutorials on problem solving skills at the freshman physics level. Techniques for problem solving as developed at McMaster University by Woods, et al. are adapted to the microcomputer in two sample applications involving an introduction to the computer keyboard and a tutorial in scalars, vectors and linear kinematics. c) April 1980. d) D.R. Hay, Dept. of Physics, University of Western Ontario.

C89 a) Introduction to study skills: a comparison of three intake procedures with first-year university students. b) Comparison of three types of intake procedure for first-year students seeking development of study skills: individual interview, group interview and group videotape introduction. Over a three-week period in September, 135 students were randomly assigned to one of the three groups. Pre- and post-questionnaires were administered and comparisons were made as to types of decisions and responses to the three approaches as well as final marks. c) June 1981. d) Iva Humble, Bonnie Reberg and Fiona Goodchild, Counselling and Career Development Service, University of Western Ontario.

C90 a) Guidelines for dental faculty instructing students on optimal patient, operating personnel and equipment positioning. b) A slide-tape, audio-visual presentation (25 minutes) has been produced to instruct dental students and auxiliary personnel on optimal positioning in the dental operatory and selection of appropriate dental equipment. The presentation has been evaluated by dental instructors and will be used in the community dentistry course at the University of Western Ontario: copies have been produced for distribution to local dental auxiliary teaching programs and others. c) Aug. 1981. d) David W. Johnston, Fac. of Dentistry, University of Western Ontario.

C91 a) Design of computer routines for illustrating mathematical processes. b) A number of mathematical procedures can be based on fundamental theorems in calculus, e.g., several methods of solving differential equations numerically can be obtained as developments of the mean-value theorems. The project was to design specialized computer routines which students in calculus courses (first, second and third-year) could use to instruct themselves in these applications and also in basic procedures of numerical analysis. These routines essentially are teaching aids. The student inputs his own part of the routine, or the data, himself. Routines are written in the BASIC code for the PRIME

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

400 computer. Specifications are available. c) Aug. 1980. d) P.W. Manuel, Dept. of Applied Mathematics, University of Western Ontario; D.L. Wehlau, R.R. #1, Hyde Park, Ont. NOM 1ZO

C92 a) Bloom's Mastery Model adapted to a large enrolment freshman lecture course. b) A simplified version of Bloom's model was used in one section of a large lecture course. The course was popular with students who appreciated the feedback from the formative evaluation and used the mastery quizzes to test what they "really knew" as opposed to what they had memorized. The students applied their own corrective learning behaviour and demonstrated its effectiveness by superior performance on a common final examination. c) 1980. d) P.A. Rosati, Fac. of Engineering Science, University of Western Ontario. f) *Engineering Science Research Report*, CS-1-80.

C93 a) The feasibility of adopting Open University course T231 into the engineering program at UWO. b) An investigation of some of the difficulties associated with transplanting an Open University course in applied mechanics to UWO's full-time program. The OU course chairman visited UWO and discussed both course T231 and basic engineering science education generally. His report as well as a description of subsequent attempts to incorporate OU materials in some UWO courses are contained in the present study. c) 1980. d) P.A. Rosati (see above). f) *Engineering Science Research Report*, CS-1-78 and CS-2-78.

C94 a) The professor's perception of the teaching role. b) Involving a combination of questionnaire and interview formats, the study is intended to assess differences in attitudes across discipline areas and fields of study, regarding the role and responsibilities of the university teacher, the issue of quality of instruction and the problems related thereto, and instructional development of university staff. Special attention is to be paid to these matters as they apply to medical-related fields of study. c) April 1981. d) Elizabeth Botman, Anne Thorp and Alexander D. Gregor, Fac. of Education, University of Manitoba. e) A.D. Gregor.

C95 a) Longitudinal study of a transition to a fundamentally restructured timetabling format at the University of Manitoba. b) In 1981-82, the University of Manitoba will be restructuring its timetable format, including the length of lecture periods. A pre-study is undertaken of staff attitudes toward the purposes and origins of the plan, the problems and implications it will have, and the types of instructional assistance required by staff to cope with the changes. Subsequent periodic studies of these matters are intended to be undertaken once the new scheduling is actually in operation. c) April 1981 (pre-study). d) Anne Thorp and Alexander Gregor (see above). e) A.D. Gregor.

C96 a) A review of the arts, crafts and design programs in community colleges in the province of Ontario. b) Programs were studied to determine whether they adequately prepared graduates for employment or related activities, and to determine program strengths and weaknesses as they affect graduates' career needs. Data were obtained from a survey of 1976 and 1978 graduates using both a mailed questionnaire and a case study approach. c) Feb. 1980. d) A.R.A. Consultants, 151 Bloor St. West, Suite 620, Toronto, Ont.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

M5S 1S4. f) Research and Evaluation Branch, Ministry of Colleges and Universities, 15th Floor, Mowat Block, Queen's Park, Toronto, Ont. M7A 1L2.

C97 a) An in-school, pre-service teacher education project. b) The major purpose is to integrate more closely educational theory and practice in pre-service teacher training by conducting the primary/junior portion of the University of Toronto's bachelor of education program in a school setting. Thirty candidates in the project take most of their courses at a junior public school; have their courses taught by faculty instructors; are assigned to three foundations courses designed to take advantage of the in-school experience; have the normal choice of complementary courses offered on campus two afternoons per week; and take part in the regular practice teaching program to gain experience in a variety of schools. c) Ongoing for a second year in 1980/81. d) R.A. Martin, Fac. of Education, University of Toronto.

C98 a) An appraisal of teaching in the health sciences. b) Questionnaire survey of students, faculty and a graduated class in medicine, nursing, occupational therapy and physical therapy at Queen's University. A high response rate was obtained and reports are now being considered by involved faculties and schools. The questionnaires produced a wealth of data, documenting previously known, or suspected, information, and in addition a few new insights. On the basis of these data, some recommendations were produced. c) Jan. 1981. d) A.M. Bryans, Health Sciences Office of Education, and Dale Burnett, Fac. of Education, Queen's University.

C99 a) Student teacher professional profile study. b) Student teachers were rated by teacher associates, faculty supervisors and themselves on a 21-item list of teaching skills. (From: E.W. Ratsoy, N. McEwan and F.J. Caldwell. *Skills of beginning teachers and perceived effectiveness of preparation programs*. Edmonton: University of Alberta Faculty of Education Program Evaluation Report 4, 1979.) A five-point scale was used, with '3' representing a minimum level of professional competence. Cross-sectional data collection was conducted at the conclusion of each of the two major practica. c) June 1981. d) John Gray, Fac. of Education, University of Lethbridge.

C100 a) Student teacher preparedness study. b) Student teachers were asked to rate their level of preparedness in a number of sub-categories of the teaching task, which were taken from the evaluation form for the final practicum. They were also asked to indicate up to three influences that contributed to the level of preparedness in each category. A pilot study was conducted with 66 respondents. Cross-sectional data relating to the two major practica will be collected from about 120 student teachers. c) June 1981. d) John Gray (see above).

C101 a) Student teacher attitude study. b) Administration of a semantic differential test to groups of students at different stages of the program for a cross-sectional investigation aimed at determining the nature of change in attitudes of students during their teacher education program. c) June 1981. d) John Gray (see above).

C102 a) Development of a model for the evaluation of teacher education programs. b) QAULTEP (Qualitative Analysis of the University of Lethbridge

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

Teacher Education Program) is an attempt to conduct longitudinal studies to analyse relationships among five categories of variables (pre-education, selection, training, placement, work success) and follows education students from their pre-education days through five years of teaching. Its objective is to develop a model for evaluating teacher education programs. A data bank has been established with some 500 variables on each of about 900 students; it serves as a basis for further studies. c) Ongoing. d) Vern Dravland and Myrna Greene, Fac. of Education, University of Lethbridge.

C103 a) Biographical and program data compared with the perceived strengths and weaknesses of student teachers. b) A major development in the University of Lethbridge teacher education program has been the introduction of an early field experience component as a requirement for admission, and the gradual evolution of practicum experiences toward a well-defined, developmental sequence of three practica. The study investigates the relationship between students' biographical and program data and their perceived strengths and weaknesses as student teachers in order to better understand the value of the extended practicum experience and to examine its relative importance for various types of students. c) Spring 1981. d) Vern Dravland (see above).

C104 a) The effects of changes in field experiences on the strengths and weaknesses of student teachers. b) The field experience component of the University of Lethbridge teacher education program has changed from about nine weeks in 1972 to the present total of 17 weeks in three practica. The study examines the hypothesis that if the extended practicum is meeting its objective, student teachers in the third practicum should exhibit fewer, or at least different weaknesses and greater strengths than students did prior to the introduction of the third practicum. c) Spring 1981. d) Vern Dravland (see above).

C105 a) Development of videotapes for course: speech and hearing impairment. b) The role of the course is to equip students with the knowledge and skills to develop speech communication proficiency in hearing-impaired children. In order to permit students to receive a wider range of experience in a shorter time and to give more emphasis to basic theory and students' direct teaching experience, the development of at least three one-hour videotapes is proposed: one on hearing evaluation of profoundly deaf children and two on speech-teaching strategies. c) March 1981. d) D. Ling, School of Human Communication Disorders, McGill University. e) Myrna Gopnik, Centre for Teaching and Learning Services, McGill University.

C106 a) Teaching improvement for courses: ethics and business. b) Ethics and business is intended to provide students (undergraduates specializing in philosophy, undergraduates whose central interest is in some other discipline and graduates whose interest in philosophy is professional) with traditional and contemporary models for dealing with these issues and an opportunity to apply them to specific issues. The proposed format of the course is relatively formal but brief lectures, with emphasis on oral and written discussion of issues raised by case studies, scenarios, and articles dealing with specific issues. c) Aug. 1980. d) D. Norton, Dept. of Philosophy, McGill University. e.) Myrna Gopnik (see above).

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

C107 a) Development of a videotape on patterns of immigration in Montreal for four courses: minority education in comparative perspective, education of minority groups, introduction to education, and foundation studies in education. b) The courses consisted of lectures and class discussions with the occasional film presentation. However, the films, usually made in the U.S.A., did not correspond to the Canadian situation and the written texts were few and rarely relevant to the Montreal environment and did not deal with immigration as such. The proposed development fills a gap in teaching students how to do visual and aural analyses. The videotape provides them with the opportunity for relatively unobtrusive field observation, permits them to see the immigration/ethic community's architecture and urban space, and gives the ability to record corporal and verbal patterns of expression. c) Nov. 1980. d) M. Laferrière and F. Le Brun, Fac. of Education, McGill University. e) Myrna Gopnik (see above).

C108 a) The relationship between students' conceptual level and accounting course design. b) Students in a third-year university introductory accounting course are categorized as being at a high or a low level of conceptual development by using the Paragraph Completion Method. A mix of structured and unstructured learning materials are used in the course, and the relationship between students' conceptual level and their performance on and preference for structured vs. unstructured materials is being tested. c) May 1981. d) Joel Amernic, Dept. of Political Economy, University of Toronto; T.H. Beechy, Fac. of Administrative Studies, York University.

C109 a) L'enseignement behavioral: le système d'enseignement personnalisé. b) La première partie du document contient une description détaillée des cinq caractéristiques du système d'enseignement personnalisé: le produit permanent, le critère de maîtrise, l'autorégulation, les feedbacks immédiats et fréquents, et les activités motivationnelles. Dans la deuxième partie on rapporte les données obtenues lors d'une recherche sur la satisfaction des étudiants qui ont suivi un cours d'enseignement personnalisé. La dernière partie est consacrée à une recherche effectuée sur l'efficacité du SEP. c) Juin 1980. d) Guy Bourque, Cégep de La Pocatière, La Pocatière, Qué. GOR 1ZO.

C110 a) General education implementation project. b) Developing performance objectives for 12 general education goals and applying these throughout the students' curriculum at Mohawk College to ensure every graduating student meets general education requirements. c) Dec. 1981, first phase. d) Ron Slavik and Dick Capling, Mohawk College of Applied Arts and Technology, P.O. Box 2034, Hamilton, Ont. L8N 3T2. f) Mohawk College, *General Education Task Force Report*, 1980.

See also/Voir aussi:

A1 Guide to graduate departments of psychology in Canada.

A4 Research and education in Law/La recherche et les études en droit.

A6 A history of biblical studies in Canada.

A10 Educational gerontology.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

A16 Education and training programs in non-educational organizations: four case studies.

A21 University language centres in Canada.

A24 Recherche sur les fondements théoriques, les protocoles d'investigation et l'analyse des résultats des modèles de recherche-action d'inspiration anthropologique dans les sciences de l'éducation.

A42 The shrinking maze: report of the University of Calgary Program Review Committee.

A54 University accounting programs in Canada: inventory and analysis.

B5 Production of research-trained manpower in fields of study related to biotechnology development in Canada.

B13 Enquête auprès des diplômés de l'Ecole d'architecture de l'Université de Montréal, 1966-1979.

B55 Graduate studies in agriculture.

B60 Switching from quantity to quality of space allocation.

D1 Comportements pédagogiques des professeurs de Cégep.

D3 Professors' perceptions of teaching and teaching improvement.

E15 Evaluation du programme de bourses aux francophones de milieux minoritaires.

E24 History of doctoral students in educational administration.

E33 Bi-culturalism of native students.

E66 Learning disabilities study.

F15 Preliminary evaluation of federal government program for labour education.

F27 Teaching and learning at a distance: a promise for the future.

F28 Microcomputer-based distance education.

F31 The Task Force on Part-time Learning at Ryerson.

F34 Energy and the environment.

F38 Learning skills packages for mature students.

D ACADEMIC AND NON-ACADEMIC STAFF/PERSONNEL ENSEIGNANT ET NON ENSEIGNANT

Classification; characteristics; employemnt conditions.

Classement; caractéristiques; conditions d'emploi.

D1 a) Comportements pédagogiques des professeurs de Cégep. b) L'étude veut élaborer un inventaire sélectif des comportements pédagogiques les plus fréquemment utilisés par les enseignants de niveau collégial. c) Juin 1981. d) Paul Vassart, Collège de Valleyfield, 169, rue Champlain, Valleyfield, Qué. J6T 1X6.

D2 a) Le discours des universitaires québécois sur leur métier et sur l'université. b) A partir des mémoires présentés à la suite du dépôt du *Livre vert sur la recherche scientifique* au Québec et des mémoires soumis en réponse à la Commission d'étude sur les universités, on se propose d'analyser comment les universitaires perçoivent leur pratique. L'étude s'intéresse surtout à l'articulation recherche-enseignement et à la relation professeur-étudiant. c) Printemps 1983. d) André Turmel, Dép. de sociologie, Pierre Maranda, Dép. d'anthropologie et Denis Saint-Jacques, Dép. de littérature, Université Laval; Gilles Houle, Dép. de sociologie, Université de Montréal. f) A. Turmel "Jalons pour une sociologie de la pratique universitaire", *Recherches sociographiques*, à paraître 1981.

D3 a) Professors' perceptions of teaching and teaching improvement. b) Through interviews and questionnaires information has been obtained from more than 100 professors in a number of Quebec and Ontario colleges and universities, focusing on the respondents' perceptions of teaching (e.g., teaching role of a professor, critical variables affecting the success of teaching) and teaching improvement activities. Results are interpreted in the context of attribution theory. c) July 1981. d) George L. Geis, Centre for Teaching and Learning Services, McGill University; Ron Smith, Loyola Campus, Concordia University.

D4 a) The professoriate. b) Study designed to describe the population of university teachers in Ontario and Canada in terms most appropriate to the understanding of policy challenges and choices faced in the 1980s and 1990s. c) April 1981. d) J. Holland and S. Quazi, Ontario Institute for Studies in Education.

D5 a) Preparation of the CAAT teacher data file as preliminary to designing a teacher demand/supply model. b) Project to prepare the CAAT teacher data file and transfer it to OISE in the form needed for another project involving the preparation of a CAAT enrolment forecasting model. c) April 1981. d) Cicely Watson and S. Quazi, Ontario Institute for Studies in Education.

D6 a) Career options for faculty. b) Examination of personnel policies providing mid-career options for faculty members. Two policies (reduced workload or reduced-time appointments and transfer and retraining) have been chosen for more intensive scrutiny and two critical essays on these subjects are being prepared. Attempts are also underway to gather data from a few institutions about the use made of such policies and the kinds of populations within

D ACADEMIC AND NON-ACADEMIC STAFF/PERSONNEL ENSEIGNANT ET NON ENSEIGNANT

the university who have utilized them. c) March 1981. d) OCUFA (Ontario Confederation of University Faculty Associations) Redundancy/Stringency Task Force, Muni Frumhartz (chairman), Helen J. Breslauer, E. Christopher Olsen and Patrick G. Wesley, 40 Sussex Ave., Toronto, Ont. M4S 1J7

D7 a) Etude sur la "professionnalisation" des professeurs d'université. b) A partir des schémas existants sur la professionnalisation des activités et des tâches dans la société, cette thèse de doctorat portera sur l'évolution à ce sujet des professeurs d'une université québécoise. c) Juillet 1982. d) Denis Blondin, Service pédagogique, Université de Montréal.

D8 a) Caractérisation des masses salariales du personnel professionnel des universités (annuel). b) Différentes caractéristiques: âge, sexe, classe d'emploi, université, disciplines, diplômes. c) Publication annuelle; novembre de l'année suivante. d) Direction générale de l'enseignement supérieur, Ministère de l'Education, Edifice "G", Québec, Qué. G1R 5A5.

D9 a) Summer session stipend information for Canadian universities. b) Salaries and fringe benefits paid to summer session instructors at Canadian universities. c) In progress. d) J.B. Carefoot, University Extension, University of Regina.

D10 a) Selection procedures for senior academic and administrative officers at Canadian universities. b) Through a questionnaire survey in the fall of 1979, detailed information was obtained on university procedures used in selecting presidents, vice-presidents, deans and department heads. Tables have been prepared for each of these positions showing the composition of search committees, the committee process and the conditions of appointment. A bibliography of sources available in the AUCC library supplements the tables. Approximately 100 pages. c) Jan. 1981. d) Anne E. MacDonald, Association of Universities and Colleges of Canada, 151 Slater St., Ottawa, Ont. K1P 5N1.

See also/Voir aussi:

A1 Guide to graduate departments of psychology in Canada.

A6 A history of biblical studies in Canada.

A15 Consultation pédagogique: huit ans d'innovation.

A25 We walked very warily - a history of women at McGill.

A26 L'Université Laval au féminin: rapport du Comité d'étude vers la condition féminine à l'Université Laval.

A42 The shrinking maze: report of the University of Calgary Program Review Committee.

A48 The sociology of higher education in Anglo-Canada, 1970-1980.

A53 Faculty collective bargaining in Canadian universities 1974-1979/La négociation collective chez les professeurs des universités canadiennes

D ACADEMIC AND NON-ACADEMIC STAFF/PERSONNEL ENSEIGNANT ET NON ENSEIGNANT

1974-1979.

A54 University accounting programs in Canada: inventory and analysis.

B8 Industrial relations and human resource management courses taught in Alberta and British Columbia colleges in 1978-79.

B10 The evolution of a policy-making system: a case in university governance.

B32 Models of academic decision-making.

B47 Task Force on Manpower Flexibility.

B57 Academic salary prediction model, 1980 implementation.

B58 University of Alberta data book 1980-81.

B68 Analysis of instructional program statistics in the Faculty of Medicine for budget assessment.

C32 The teaching dossier.

C36 The study of business law in Canadian management programs.

C45 Performer, researcher, organizer: teaching roles in higher education.

C94 The professor's perception of the teaching role.

F12 A study of part-time instructors of adults.

E STUDENTS/ETUDIANTS

Characteristics; socio-economic background; behavior; educational and occupational plans; accessibility; admission; performance; assessment; grades; attrition; financial aid; counselling; athletics; housing; special types of students.

Caractéristiques; antécédents socio-économiques; comportement; projets d'études et de carrières; accessibilité; admission; résultats; appréciation; notes; défections; aide financière; counselling; sports; logement; types spéciaux d'étudiants.

E1 a) Rapport entre la langue et les apprentissages au niveau collégial. b) L'objectif consistait à connaître les perceptions du milieu du collège à l'égard de la langue écrite des étudiants, d'animer des discussions dans le milieu de manière à développer des consensus pour intervenir adéquatement. c) Juin 1980. d) Michèle Tournier, Dép. de chimie, et Louise Desjardins, Dép. de français, Collège de Maisonneuve, 3800 est, rue Sherbrooke, Montréal, Qué. H1X 2A2. f) Rapport, 44 p.

E2 a) Programmes gouvernementaux d'aide financière aux étudiants du post-secondaire. b) Deux sondages téléphoniques cherchant à mesurer le degré de connaissance de ces programmes. Un premier sondage s'est effectué auprès d'un échantillon représentatif de la population québécoise âgée de 16 ans et plus. Le second visait à rejoindre des personnes de 16 à 37 ans ayant poursuivi des études postsecondaires. c) Nov. 1980. d) Diane Grenier et Pierre Bouchard, Centre de sondage, Université de Montréal.

E3 a) Student financial aid and higher education in Canada. b) Sources of revenue of post-secondary institutions; fees income and student aid; alternative student financial assistance plans; merits of introducing a government-sponsored loan scheme on an increase-contingent basis; proposals and recommendations. c) Feb. 1981. d) J. Kucharczyk, Fac. of Medicine, University of Ottawa. f) Canadian Association of University Teachers, 1001-75 Albert, Ottawa, Ont. K1P 5E7.

E4 a) La pensée formelle chez les étudiants de collège 1, objectif ou réalité? b) Selon les affirmations de Piaget tout adolescent normal est capable de pensée formelle vers l'âge de 15 ans. La recherche vise à mettre au point un instrument pour évaluer le pourcentage des étudiants de collège 1 de la région 03, qui ont effectivement atteint le stade de la pensée formelle, et de l'administrer à un échantillon représentatif de cette même population afin d'obtenir un portrait fidèle de son niveau de développement intellectuel. Il s'agira aussi de déterminer dans quelle mesure l'atteinte du stade formel est un passeport vers la réussite académique au niveau collégial et particulièrement dans des matières scientifiques telles que la physique et les mathématiques. c) Juin 1981. d) Mirette Lagacé, Collège Limoilou, C.P. 1400, Québec, Qué. G1K 7H3

E5 a) Perception des étudiants vis-à-vis de l'évaluation. b) Enquête auprès des étudiants du Cégep de Maisonneuve pour connaître leurs perceptions au sujet de diverses composantes de l'évaluation des apprentissages: les buts

E STUDENTS/ETUDIANTS

de l'évaluation, les sortes de mesures, le contenu, les formes, les évaluateurs, les types d'évaluation, etc. Les informations ainsi obtenues permettront de mieux se situer quant aux attentes, aux valeurs, aux attitudes et aux besoins des étudiants. c) Juin 1981. d) France Hubert, Collège de Maisonneuve, 3800 est, rue Sherbrooke, Montréal, Qué. H1X 2A2.

E6 a) Job market reality for recent graduates. b) Investigation of the employment situation of 1976 graduates from Canadian universities and colleges (except Quebec). Tables for each field of study and the most frequent occupation and industry groups give information about salaries, employment status one month and two years after graduation, underemployment, length of job search, future post-secondary enrolment plans, job satisfaction, relationship of job to education, etc. At the national level detailed data are shown; provincial data for more broadly grouped fields of study are also provided. c) Feb. 1981. d) Warren Clark and Z. Zsigmond, Education, Science and Culture Division, Statistics Canada, Ottawa, Ont. K1A OT6. f) Report, $10.00.

E7 a) Higher education - hired?/Etudes supérieures: atout professionnel? b) Comparison of employment outcomes for women and men who graduated from post-secondary institutions in 1976. A 1978 national survey dealt with the relative success of job search methods, employment rates, relationship of job to education, nature of employment, job satisfaction and plans for further education. Separate tables for one- and two-year college graduates, three- and four-year college graduates, and recipients of bachelor's, master's and doctoral degrees. c) Aug. 1980. d) M.S. Devereaux and Edith Rechnitzer, Education, Science and Culture Division, Statistics Canada, Ottawa, Ont. K1A OT6. f) Report, free.

E8 a) Questionnarie sur le "vécu collégial". b) Mise au point d'un questionnaire visant à inventorier les perceptions des étudiants de niveau collégial en ce qui a trait à divers éléments de leur milieu scolaire. c) 1981. d) Paul-Emile Gingras et Louis Gadbois, C.A.D.R.E., 1940 est, boul. Henri-Bourassa, Montréal, Qué. H2B 1S2.

E9 a) Canadian doctorates in social work: a survey report. b) Based on 64 returned questionnaires sent to the 92 doctorates in social work or welfare who graduated since 1960, the 47-page report describes and analyses graduates' social and demographic characteristics, competence in English and French, undergraduate and master's level education, duration and patterns of doctoral studies, program preferences and applications, expectations and evaluations of doctoral programs, study specialization, dissertation research, pre- and post-doctoral employment histories, financing of studies, income, research and publication performance. Differences between male and female graduates and between those who studied in Canada and those who studied elsewhere have important implications for the development opportunities for doctoral studies. c) Nov. 1980. d) James Gripton, Fac. of Social Welfare, University of Calgary.

E10 a) Patterns of persistence, dropping out and stopping out at Canadian universities. b) To develop a set of bench mark data for patterns of student attendance (retention, dropping out, stopping out) in order to provide a basis for future trend and comparative analysis by individual institutions. The study is a case example which illustrates the limitations for policy analysis

E STUDENTS/ETUDIANTS

and related research of the national student data base maintained by Statistics Canada. c) June 1981. d) Bernard S. Sheehan and Craig J. Greenhill, Office of Institutional Research, University of Calgary.

E11 a) Follow-up study of non-transfer, academic students from the British Columbia community colleges. b) Mail-back questionnaire survey of some 8,000 community college students who, although enrolled in university transfer programs, did not transfer to university (rate of return 50%) in order to determine why they took such programs, why they did not transfer and what are their current activities and jobs. c) June 1980. d) John D. Dennison, Fac. of Education, University of British Columbia; Glen C. Forrester and Gordon Jones, B.C. Research, 3650 Wesbrook Mall, Vancouver, B.C. V6S 2L2.

E12 a) Career/technical program student follow-up. b) Mail-back questionnaire survey of some 10,000 former students from career/technical programs in 14 community colleges in British Columbia in order to determine their current activities, their educational activities and the quality and quantity of job placement. c) June 1981. d) John D. Dennison, Glen C. Forrester and Gordon Jones (see above).

E13 a) Degree completion rates by college transfer and native students at the University of British Columbia. b) Examination of degree completion rates, withdrawal and achievement levels of transfer and native students by faculty and department at UBC, 1973-79. c) Oct. 1980. d) John D. Dennison, Glen C. Forrester and Gordon Jones (see above).

E14 a) University degree completion. b) Study of degree completion rates of students at the three British Columbia universities with particular emphasis on transfer students from B.C. community colleges. c) May 1981. d) John D. Dennison, Glen C. Forrester and Gordon Jones (see above).

E15 a) Evaluation du programme de bourses aux francophones de milieux minoritaires. b) Evaluation de la compétence des francophones à l'extérieur du Québec à communiquer en français et de leur appartenance culturelle au groupe francophone. Etude des variables propres au programme de bourses, aux boursiers, et à l'administration et la mise sur pied du programme pouvant influencer la compétence linquistique et l'appartenance culturelle des boursiers. c) Oct. 1980. d) Benoit Cazabon et Georges Bélanger, Dép. de français, Université Laurentienne. f) Conseil des ministres de l'Education du Canada et Secrétariat d'Etat.

E16 a) Relation existant entre le style d'apprentissage et les résultats universitaires obtenus chez trois promotions de BSc, Education physique de l'Université de Montréal, 1977-80, 1978-81 et 1978-82. b) Utilisé: "Test pour la détermination du style d'apprentissage" LAM 3 ϕ P. Six catégories de résultats sont formées. Les caractéristiques d'apprentissage se retrouvant chez 70% et plus des individus d'une même catégorie de résultats, seront regroupées pour déterminer le profil type d'apprentissage à cette catégorie. On retrouvera aussi six profils types différents correspondant à chacune des catégories de résultat pour chaque cours et regroupements de cours (4). On identifiera le profil type d'apprentissage à chaque catégorie de résultats, et les caractéristiques communes aux six profils types pour faire ressortir

E STUDENTS/ETUDIANTS

leurs caractéristiques spécifiques. c) Juin 1983. d) Claire Marcil-Faubert, Dép. d'éducation physique, Université de Montréal. f) Résultats partiels: communication, ACFAS, 1980.

E17 a) La condition physique des étudiants universitaires canadiens-français de l'Université de Montréal. b) Etude des paramètres tels la puissance aérobie maximale, l'endurance musculaire, la flexibilité, la force, le somatotype. Questionnaire - habitudes de vie. Normes; différences inter-départementales; différences âge; differences sexe. c) Avril 1981. d) Luc Léger, Dép. d'éducation physique, Jean Lambert, Dép. de médecine sociale et préventive, et Marielle Ledoux, Dép. de nutrition, Université de Montréal.

E18 a) La dépolitisation de la jeunesse étudiante québécoise. b) Thèse de maîtrise, Université d'Ottawa. c) Fin 1980. d) Pierre Brunelle, C.P. 703, Knowlton, Qué. JOE 1VO. f) Collection des thèses, Bibliothèque, Université d'Ottawa.

E19 a) Motivations and career expectations of 1980-81 BEd students. b) Questionnaire and interview survey to determine the motivations and career expectations of BEd students at the University of Western Ontario in order to explain the current phenomenon of increased enrolment. c) April 1981. d) Derek J. Allison, Fac. of Education, University of Western Ontario.

E20 a) Student aid for the eighties: report of the study of financial aid to Maritime students/L'aide aux étudiants dans les années 1980: rapport de l'étude sur l'aide financière aux étudiants des provinces maritimes. b) Recommendations on student aid together with supporting statistical data. c) March 1980. d) Maritime Provinces Higher Education Commission, Box 6000, Fredericton, N.B. E3B 5H1. f) Report, English text 124 p., French text 128 p.

E21 a) A longitudinal study of Ontario women engineering students and graduates. b) All the women who enrolled in the first-year engineering program at any Ontario university in 1976, are being followed for seven years, through undergraduate program, into employment and registration with the provincial association of professional engineers. Research questions concern motivation for enrolment; encouragement or discouragement from parents, secondary school personnel and peers; experiences at university and during summer employment; employment opportunities upon graduation; etc. Data are collected by means of questionnaires, group meetings and individual interviews. c) Dec. 1983. d) Dormer Ellis, 47 Yorkview Drive, Willowdale, Ont. M2N 2R9. f) Proceedings, International Conference of Women Engineers and Scientists, Rouen, France, 1978 and Bombay, India, 1981.

E22 a) An evaluation study of Ontario Student Assistance Program and its impact on patterns of enrolment in higher education. b) Through analysis of the statistical record between 1966-67 and 1977-78, the study will evaluate the program as it applied to students in undergraduate university programs and those of the CAATs. c) April 1981. d) C. Watson and M. Gill, Ontario Institute for Studies in Education.

E23 a) Motivations of "high profile" students to continue towards RIA

E STUDENTS/ETUDIANTS

certification. b) Study designed to provide information about students who drop out of the registered industrial accountant training program. c) Sept. 1980. d) D. Abbey, Ontario Institute for Studies in Education. f) Report available from Society of Management Accountants of Canada.

E24 a) History of doctoral students in educational administration. b) Project involving the completion of a series of brief videotaped interviews with students who have just completed final oral examinations in the Department of Educational Administration and with professors retiring from the Department. All are asked to comment on their experience in this program. c) April 1981. d) E. Hickcox and R. Townsend, Ontario Institute for Studies in Education.

E25 a) Effect of passing criteria on performance. b) Analysis of students' performance since the commencement of the cooperative program at the School of Business, Memorial University. Any changes over time and passing criteria will be analysed. c) In progress. d) Austin Redlack, School of Business, Memorial University.

E26 a) Academic performance as a function of spatial abilities. b) Piaget's water level problem (on which females fare significantly more poorly than males) will be administered to university students; the results will be correlated with academic performance. Further spatial and psychological tests will be administered to the sub-groups showing a correlation between the Piaget test and particular programs or courses. c) Dec. 1981. d) John Kenyon, Université Sainte-Anne.

E27 a) Predicting dropouts of university freshmen: a logit regression analysis. b) Attempt to identify factors that best predict freshmen withdrawal. Stepwise discriminant coupled with logit regression analysis yielded six variables that assist in prediction. Recommendations were made regarding administrative procedures that the university could take to minimize attrition. c) Nov. 1980. d) Yee-Lay Jack Lam, Fac. of Education, Brandon University.

E28 a) From OSAP to OSGP: a brief history of student assistance in Ontario. b) History of the events and decisions surrounding the introduction of the grants plan (OSGP) and the new student aid plan in 1978. The paper also contains a critical examination of the grants plan and student assistance as it has historically existed. c) June 1980. d) Symor Kanowitch, Ontario Federation of Students, 643 Yonge St., Toronto, Ont. M4Y 1Z9.

E29 a) Students and employment: part I. b) Review of the issue of summer employment, its extent and its relationship to accessibility, student assistance, and policies of direct job creation as a counter-measure to it. The paper also explores some long-term employment problems for students and young people and the problems which existing policy fails to address. c) Sept. 1980. d) Jay Drydyk, Ontario Federation of Students (see above).

E30 a) Credit where credit is due: visa students and Ontario tax credits. b) Examination of the Ontario government's refusal to allow visa students the right to claim Ontario property tax credits and the government's attempts to retrieve previous OTC claims by visa students living in Ontario. c) June

E STUDENTS/ETUDIANTS

1980. d) Ross S. Parry, Ontario Federation of Students (see above).

E31 a) License for racism: summary and analysis of CTV's W5 on foreign students in Canadian universities. b) Analysis of the factual errors in CTV's W5 program on foreign students in Canadian universities, entitled *The Campus Give-Aways*. The paper also looks at the damage the program has done for Japanese and Chinese Canadians, and how these groups, and various post-secondary groups, responded to the program. c) May 1980. d) Ross S. Parry (see above).

E32 a) Sizing up the gap: socio-cultural and economic factors affecting accessibility to post-secondary education in Ontario. b) A 70-page proposal for the study and improvement of accessibility to post-secondary education in Ontario, containing seven chapters: social class and student population; social class as a determinant (achievement, aptitude); motivations and aspirations; financial costs; equality of opportunity or equality of condition; towards a universal student assistance program; equalizing the pursuit of the golden fleece. c) Dec. 1980. d) Ross S. Parry (see above).

E33 a) Bi-culturalism of native students. b) As it appears that bi-culturalism of native persons is radically different from that of persons involved in two formerly European cultures and as the literature for native persons deals almost exclusively with uni-directional movement into the majority culture, an ongoing study has been initiated to examine with native persons judged to be bi-cultural the personal experience of becoming bi-cultural. One objective is policy recommendations for the university education of native students. c) Continuing; first report Winter 1981. d) Evelyn Moore-Eyman, Fac. of Education, and Carole Benner, Native Students Services, University of Calgary.

E34 a) Understanding impulsivity and related cognitive styles in inmate students. b) In an effort to hypothesize appropriate learning environments for students in prison schools, a pilot study was carried out to describe the learning styles of a sample of six male and six female students. It centred on describing the classroom behaviour correlates of impulsivity and related cognitive style variables derived from traditional psychometric measures. A multitrait-multimethod design was used to estimate the validity of these measures for an adult prison population and to identify characteristics which share convergent validity. Recommendations are made for characteristics of prison schools which will either accommodate or compensate for style differences. c) Jan. 1981. d) Donald S. Campbell, Fac. of Education, Queen's University. f) Solicitor General of Canada, Commissioner of Corrections, 340 Laurier Ave. West, Ottawa, Ont. K1A OP9

E35 a) Political economy of school to job experience. b) The study applies a political economy methodology to data collected from a population of 6500 Toronto students, all born in 1954. The data give information on various aspects of school and job market experience. c) April 1981. d) M.L. Handa and N. Rowen, Ontario Institute for Studies in Education.

E36 a) Les valeurs des jeunes de 16 à 20 ans. b) Enquête sur les valeurs et les modes de vie privilégiés par les jeunes de 16 à 20 ans: les relations

E STUDENTS/ETUDIANTS

interpersonnelles, la perception des rôles sexuels, le choix d'un lieu de résidence, les valeurs par rapport à la politique, au travail, au loisir, etc. c) Mars 1980. d) INCI-SORECOM. f) Rapport, 208 p., Service de la recherche (Planification), Ministère de l'Education, 1035, de Lachevrotière, Québec, Qué. G1R 5A5.

E37 a) Les recherches sur l'impact des caractéristiques scolaires sur le destin des étudiants. b) Synthèse des recherches réalisées en vue de mesurer l'influence des caractéristiques scolaires sur le destin des étudiants. Indications sur les difficultés et les limites de telles recherches. c) Mars 1980. d) Robert Bédard. f) Rapport, 98 p., Service de la recherche (Planification), Ministère de l'Education, 1035, de Lachevrotière, Québec, Qué. G1R 5A5.

E38 a) Les clientèles universitaires (annuel: session d'automne). b) Selon l'âge, le niveau 1er, 2e et 3e cycles et l'université, le nombre d'inscriptions à plein temps et à temps partiel. c) Publication annuelle; mai de l'année suivante. d) Direction générale de l'enseignement supérieur, Ministère de l'Education, Edifice "G", Québec, Qué. G1R 5A5.

E39 a) Relance à l'université. b) Décrit l'intégration des diplômés de 1978 dans le marché du travail, par discipline et par cycle; étudie la formation reçue à l'université par rapport à l'emploi occupé, la mobilité géographique, les revenus d'emploi, la satisfaction de l'enseignement reçu, etc. c) Juin 1980. d) Direction générale de l'enseignement supérieur (voir plus haut).

E40 a) 1980 Manitoba apprenticeship training outcomes survey. b) Follow-up of 636 apprentices who completed training in 1979. Responses were obtained from 378. The survey investigated prior training work history, mobility, how they found out about the program, reasons for entering training, satisfaction with training and post-training labour market outcomes. c) Dec. 1980. d) Barry J. Warrack and Terry Masse, Research Branch, Department of Labour and Manpower, 409-401 York Ave., Winnipeg, Man. R3C OV8.

E41 a) 1980 Manitoba community college follow-up survey. b) Mail survey of 3505 graduates of Manitoba community colleges between July 1978 and June 1979, resulting in 1993 useable responses. It investigated the labour market outcomes of college graduates, relationship of their job to their training, mobility after graduation, satisfaction with college program and plans for further training. c) Jan. 1981. d) Barry J. Warrack and Terry Masse (see above).

E42 a) An analysis of freshman college students' comments about their language ability and about the value of college education. Part I - Ready for college? Part II - Why go to college? b) In part I, freshmen, unready to cope with college-level language assignments, identify factors in themselves, their home environments and their preparatory schooling that they perceive as causes of their linguistic shortcomings. Part II finds that freshmen do not see college education primarily as a matter of general enlightenment through liberal arts studies or traditional challenge or even personal growth, though these incentives were mentioned: for the majority, college

E STUDENTS/ETUDIANTS

education was chiefly job-preparation. c) August 1980. d) Patricia Campbell, Reading and Writing Development Centre, College of Cape Breton, P.O. Box 5300, Sydney, N.S. B1P 6L2.

E43 a) Le cheminement scolaire ou occupationnel des jeunes Québécois après les études secondaires: les principaux facteurs d'influence. b) Cette recherche veut identifier les facteurs qui, dès l'école secondaire, influencent le processus de décision scolaire en termes de poursuite ou non-poursuite d'études postsecondaires. Les indicateurs retenus sont le sexe, l'origine sociale, les résultats scolaires et les attitudes et perceptions à l'endroit de l'école, de l'occupation et du marché du travail. La présente recherche s'inscrit dans les perspectives de la théorie de l'action sociale de Parsons et de la théorie du processus de décision scolaire de Boudon. c) Juin 1981. d) Mireille Lévesque, Conseil supérieur de l'éducation, 2050 ouest, boul. St-Cyrille, Sainte-Foy, Qué. G1V 2K8.

E44 a) Sélection des candidats à un programme de baccalauréat en psycho-éducation. b) Etude longitudinale de deux cohortes (1976 et 1977) de candidats au baccalauréat en psycho-éducation à l'Université de Montréal. Une partie importante de la sélection est basée sur l'évaluation de la personnalité du candidat. On tente de vérifier la validité des instruments en utilisant comme critères le rendement académique et la pratique en cours de formation ainsi que la performance lors de la pratique professionnelle. c) 1983. d) Richard E. Tremblay, Ecole de psycho-éducation, Université de Montréal.

E45 a) Women in non-traditional trades. b) Examination of the status of women in apprenticeship in Saskatchewan, the system of apprenticeship and barriers confronting women in non-traditional trades, what prevents women from entering or completing a program, and possible solutions. The discussion is based on a review of literature, statistics and interviews with women and employers. c) Summer 1981. d) Diane Simpson and Lorraine Brecht, Women's Division, Saskatchewan Labour, 1914 Hamilton St., Regina, Sask. S4P 4V4.

E46 a) Characteristics of students on academic probation. b) The research examines factors associated with failure of students on academic probation. Analysis of computer data and the results of a survey show that the two factors most strongly associated with academic status are previous academic success and program choice. Personal and background characteristics such as language and cultural differences, sex and age, and parents' educational and occupational backgrounds can also affect students' changes for success. Finally, one psychological factor, loneliness and isolation, seems to increase students' risk of failure. c) In progress; interim report available in near future. d) Sierra Shiffman and David Graham, Advisory Bureau, University of Toronto.

E47 a) Exploration des axes de développement du Cégep de l'Outaouais. b) Profil socio-économique et aspirations scolaires et professionnelles des étudiants du Cégep de l'Outaouais et des étudiants inscrits en secondaire V. Analyse des besoins: étudiants, personnel, communauté. c) Oct. 1981. d) Richard Filion, Cégep de l'Outaouais, C.P. 5220, succ. A, Hull, Qué. J8Y 6M5.

E STUDENTS/ETUDIANTS

E48 a) Historical enrolment trends and GPA distributions for male and female students, 1970-71 to 1978-79. b) A 14-page, mainly statistical report on enrolment trends and academic performance at the University of Alberta. c) Sept. 1980. d) D. Wener and W.D. Cairns, Office of Institutional Research and Planning, University of Alberta.

E49 a) Trends in enrolment at the University of Alberta for students classified by citizenship status, 1970-71 to 1979-80. b) A 27-page, mainly statistical report identifying enrolment trends for full-time students classified by citizenship status (Canadian citizen, landed immigrant or student visitor) and by undergraduate/graduate status, sex and program/discipline. c) July 1980. d) E.A. Holdaway and D. Wener, Institutional Research and Planning, University of Alberta.

E50 a) Survey of characteristics of University of Alberta part-time undergraduate students, 1980-81. b) In addition to basic demographic information, the survey of 500 part-time undergraduate students will collect information on their recent academic and work histories, income and expenditures related to part-time undergraduate study, knowledge and familiarity with university offices, and problems encountered with selected administrative offices (comptroller, registrar, parking, etc.) during evening hours. c) June 1981. d) David Otto, Institutional Research and Planning, University of Alberta.

E51 a) Survey of characteristics of University of Alberta graduate students, 1980-81. b) In addition to basic demographic information, the survey will collect information on graduate students' recent academic and work histories, income and expenditures related to graduate study, knowledge and familiarity with university offices, opinions about the English language and residency requirements. c) Dec. 1981. d) David Otto (see above).

E52 a) Some general characteristics of 1979-80 full-time undergraduate students at the University of Alberta. b) In order to begin to build a broad base of information to be available for further analysis when particular concerns arise, a questionnaire was mailed to students relating to their demographic background, finances, campus activities, etc. The report describes the study and presents some discussion of selected topics as examples of the information available, but leaves potential users to request further analysis related to their concerns. c) Dec. 1980. d) P.R. Davidson and W.M. Bryan, Institutional Research and Planning, University of Alberta.

E53 a) Learning/study skills project. b) Analysis of instruments and processes integrating development and implementation of study skills for students. c) Ongoing. d) L.R. Andreotti, Liberal Studies, Grande Prairie Regional College, Grande Prairie, Alta. T8V 4C4.

E54 a) A personality profile of students who are successful in student teaching and in teaching. b) Study attempting to create a psychological profile describing students who were successful in student teaching and experienced subsequent success in teaching. The psychological characteristics measured by the Q-Sort, D-Scale, C.P.I. and 16 P.F.) of students with the highest ratings in both student teaching and teaching were compared with those of teachers with the lowest ratings. Although the resulting profiles from

the two groups did not differ significantly, trends indicated that the more successful group had a good self-image and were poised and self-assured. The less successful teachers although seemingly more independent, tended to score lower on measures of trust, self-control and responsibility. c) 1980. d) Bev. J. Mlndel-Atherstone, Fac. of Education, University of Lethbridge.

E55 a) Politiques et taux d'accès à l'université (admissions). b) L'objectif général est d'analyser le processus d'accès à l'université au Québec. Les objectifs spécifiques sont les suivants: décrire, classer et analyser les comportements actuels des étudiants dans leur quête d'éligibilité à l'université; examiner les normes et procédures d'admission des diverses universités du Québec et analyser les politiques d'accessibilité qui les sous-tendent; expliquer les modèles de fréquentation universitaire en vigueur au Québec en identifiant les facteurs qui influencent le processus d'accès à l'université (et aux divers diplômes qu'elle confère) aussi bien du côté des normes institutionnelles que du point de vue des comportements des acteurs qui se qualifient pour les études universitaires. c) 1983-84. d) Renée Cloutier, Valérien Harvey et Pierre W. Bélanger, Fac. des sciences de l'éducation, Université Laval.

E56 a) Ontario post-secondary students. b) Review of socio-economic characteristics of students attending Ontario community colleges and universities. Cross tabulations and PROBIT analysis are used to predict those students most likely to be found in universities rather than community colleges. c) Jan. 1981. d) Douglas J. McCready, Dept. of Economics, Wilfrid Laurier University.

E57 a) L'évaluation des enseignements au module psychologie de l'UQAM. b) Le projet poursuivait trois buts: construire un questionnaire pour mesurer les perceptions étudiantes vis-à-vis des enseignements, adapté au premier cycle universitaire; structurer un système de cueillette des données, de compilation informatique des réponses et de diffusion des résultats (aux professeurs, aux étudiants, au module et au département); concevoir un système de règles administratives pour encadrer l'utilisation administrative des résultats par la module. c) Déc. 1980. d) Françoys Gagné, Dép. de psychologie, Université du Québec à Montréal.

E58 a) The feasibility of analysing socio-economic and related characteristics of post-secondary students using census statistics. b) State of the art literature review of accessibility to higher education, government commission reports and recommendations re financial accessibility. Examination of participation, by 18-21 age cohort, in Ontario post-secondary education as a function of socio-economic and cultural background, using 1971 and 1976 census information. c) May 1981. d) Paul Anisef, Dept. of Sociology, York University; Norman Okihiro, Dept. of Sociology, University of Western Ontario. f) University Affairs Division, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ont. M7A 1L2.

E59 a) Is the die cast? Educational achievements and work destinations of Ontario youth: a six-year follow-up of the critical juncture high school students. b) In 1973, a survey of 2555 grade 12 students was conducted to assess their educational and career plans. This follow-up study surveyed the

E STUDENTS/ETUDIANTS

actual educational and work experiences of the same students. c) March 1980. d) Paul Anisef, J. Gottfried Paasche and Anton H. Turrittin, Dept. of Sociology, York University. f) Available at $6.00 from Ontario Government Bookstore, 880 Bay St., Toronto, Ont. M7A 1L2.

E60 a) Canadian directory of awards for graduate study. b) Comprehensive, bilingual listing of awards available mainly to Canadian students, though some are open also to visa students wishing to pursue graduate studies in Canada. The directory contains a subject index and five sections: university awards, federal government awards, provincial government awards, AUCC private and foreign government awards, and awards administered by private companies and organizations. Approximately 675 awards programs are listed. c) April 1981. d) Anne E. MacDonald, Association of Universities and Colleges of Canada, 151 Slater St., Ottawa, Ont. K1P 5N1. f) Publications Office, AUCC.

E61 a) Educational/occupational goals of grade 12 students in B.C. in the context of their socio-economic and regional characteristics. b) Administration of a 30-item, machine-readable questionnaire to a sample of some 22,000 grade 12 students in 77 schools throughout B.C. The questionnaire will cover various socio-economic and demographic dimensions of the student sample as well as their educational/occupational priorities, in order to project enrolments in the various programs/institutions and identify problems of access to higher education. c) In progress. d) T.K. Peucker and Doug Brown, B.C. Post-Secondary Education Enrolment Forecasting Committee (B.C.F.C.), University of British Columbia, 6328 Memorial Road, Vancouver, B.C. V6T 1W5. f) Research Report Series, B.C.F.C.

E62 a) Comparison of students who enter education with those who do not. b) Comparison of the characteristics of a group of students who entered teacher education with those of a group who did not enter the program. Although the findings cannot be generalized to the total university population, it appears that education students share some common characteristics and that those characteristics are not necessarily the ones that educators profess to favour in their students. c) June 1980. d) Vern Dravland and Myrna L. Greene, Fac. of Education, University of Lethbridge. f) ERIC Clearing House on Teacher Education, SP 016628 (ED191826).

E63 a) Ad hoc coordinating sub-committee on writing. b) The committee has been organized to coordinate the several different services at McGill University involved in improving student writing skills, to publicize them to the university community at large, and to recommend and oversee policy in this area. Documentation is being assembled at the Centre for Teaching and Learning Services about projects for student writing skills at other universities and the evaluation of such projects. A handbook is being prepared with suggestions to individual professors about what they can do to help their students write better and where students can get help. A mini-conference on writing skills will be held this year. c) In progress. d) Myrna Gopnik, Centre for Teaching and Learning Services, McGill University.

E64 a) Attrition: its demography and dimensions. b) Study to determine: the magnitude of the attrition problem in a given academic session; if students who drop or stop out, differ from those persisting; the reasons for

dropping or stopping out; and the process of leaving in terms of the time-frame of the decision and the network of people who discussed the decision. c) July 1981. d) Susan Bentley, Office of Institutional Analysis, University of Manitoba.

E65 a) Analysis of student flow at University of Manitoba 1978-79 to 1980-81. b) The project traces the progress of cohorts of undergraduate students from the time they enroll as first-year, full-time students through each succeeding academic session until they receive a degree or do not return. c) Ongoing. d) Barbara L. Ruchkall, Office of Institutional Analysis, University of Manitoba.

E66 a) Learning disabilities study. b) To assess the nature and scope of student learning disabilities at Mohawk College and to make recommendations to the administrative bodies regarding the utilization of presently available resources and/or the development of additional resources to meet identified needs. c) April 1981. d) George Lueddeke and Greta Hofstra, Instructional Resource Centre, Mohawk College of Applied Arts and Technology, P.O. Box 2034, Hamilton, Ont. L8N 3T2.

E67 a) Les chances éducatives. b) L'objet est de décrire et d'expliquer le cheminement suivi après le secondaire V par les étudiants québécois. On tente d'identifier quelques-uns des facteurs de la situation sociale et scolaire des jeunes qui exercent une influence en matière de poursuite et de non-poursuite d'études postsecondaires, et de mesurer l'impact des valeurs d'éducation et des valeurs de travail sur le processus de décision des étudiants. c) Juin 1981. d) Mireille Lévesque et Louise Sylvain, Conseil supérieur de l'éducation, 2050 ouest, boul. St-Cyrille, Sainte-Foy, Qué. G1V 2K8.

See Also/Voir aussi:

A1 Guide to graduate departments of psychology in Canada.

A5 Eldering: a new paradigm and developmental perspective for educational gerontology.

A13 Canadian work importance study.

A15 Consultation pédagogique: huit ans d'innovation.

A16 Education and training programs in non-educational organizations: four case studies.

A25 We walked very warily - a history of women at McGill.

A26 L'Université Laval au féminin: rapport du Comité d'étude vers la condition féminine à l'Université Laval.

A42 The shrinking maze: report of the University of Calgary Program Review Committee.

A48 The sociology of higher education in Anglo-Canada, 1970-1980.

E STUDENTS/ETUDIANTS

B9 Canadian universities 1980 and beyond: enrolment, structural change and finance/Les universités canadiennes d'aujourd'hui et de demain: inscriptions, transformations structurelles et finances.

B12 La perception des employeurs des liens qui existent entre la formation et l'emploi.

B16 A macro-analysis of Ontario's university and non-university sectors and the impact of selected control factors upon student inflows.

B35 Occupational attainments of university graduates of 1978 and 1973: a case comparison of men and women.

B50 Saskatchewan apprenticeship review 1980.

B51 1979 graduate employment survey - 1974 follow-up employment survey.

B55 Graduate studies in agriculture.

B57 University of Alberta data book 1980-81.

B62 Two years after graduation: results of a survey of 1976 doctoral recipients in Ontario.

B63 Employment survey of 1979 graduates of Ontario universities.

B65 Career search model: an integrated approach.

C29 A decade review of Canadian college teaching research, 1970-1980.

C30 Lifelong learning and higher education: implications for teaching.

C59 The development of cognitive structures in university students.

C64 Cognitive processing differences and success of doctoral research students.

C85 Teaching assistant orientation.

C89 Introduction to study skills: a comparison of three intake procedures with first-year university students.

C99 Student teacher professional profile study.

C100 Student teacher preparedness study.

C101 Student teacher attitude study.

C102 Development of a model for the evaluation of teacher education programs.

C103 Biographical and program data compared with the perceived strengths and weaknesses of student teachers.

E STUDENTS/ETUDIANTS

C108 The relationship between students' conceptual level and accounting course design.

F2 Sondage auprès de la clientèle étudiante de la faculté d'éducation permanente de l'Université de Montréal.

F9 Pour un bilan socio-éducatif continu à l'éducation aux adultes.

F15 Preliminary evaluation of federal government program for labour education.

F21 The part-time college teacher as learner.

F31 The Task Force on Part-time Learning at Ryerson.

F37 Polarization of human resources and the potential of distance education in B.C.

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

Adult learning; curriculum; off-campus instruction.

Education des adultes; programmes d'études; enseignement à l'extérieur du campus.

F1 a) Learning at a distance. b) Pre-conference publication for the 1982 conference of the International Council for Correspondence Education, bringing together edited versions of nearly 100 papers on distance education from all over the world. c) June 1982. d) John S. Daniel, Sir George Williams Campus, Concordia University; Martha A. Stroud, University of Calgary.

F2 a) Sondage auprès de la clientèle étudiante adulte de la faculté d'éducation permanente de l'Université de Montréal. b) Recherche dans le but de recueillir des données sur le profil académique et professionnel des étudiants inscrits aux programmes pour adultes et aux cours libres (sondage postal) et de connaître la proportion d'étudiants adultes versus réguliers, inscrits aux cours réguliers (sondage téléphonique). c) Sept. 1980. d) Denise Granger, Centre de sondage, Université de Montréal.

F3 a) Survey of the capital region. b) To determine community needs for university-level continuing education courses and programs by interviewing about 1000 randomly chosen and geographically dispersed individuals and some professional groups. c) Jan. 1981. d) Richard Bélec, Service for Continuing Education, University of Ottawa.

F4 a) Non-traditional education: the Open University concept. b) Study of existing programs using the Open University concept and of the relevance of the approach to the educational needs of Northern Ontario. c) July 1981. d) Walter R. Crowe, School of Business Administration, Lakehead University.

F5 a) Outreach project. b) Research into the nature and viability of distance education as a program delivery alternative for Northwestern Ontario. c) March 1981. d) C.C. Frewin, Confederation College of Applied Art and Technology, P.O. Box 398, Postal Station F, Thunder Bay, Ont. P7C 4W1.

F6 a) An evaluation of computer-based patient management situations for continuing medical education in anesthesiology. b) Need, as derived in part from a provincial deaths committee, was incorporated in patient management situations. These were made a mandatory part of training in a CME course for family practice anesthesiologists. Physicians' attitudes are analysed and subsequent committee reports will be related to other findings about performance. c) Dec. 1980. d) J.W.R. McIntyre, Dept. of Anaesthesia, University of Alberta Hospital, Edmonton, Alta. T6G 2B7

F7 a) Rôle et statut du formateur d'adultes en milieu scolaire au Québec. b) Recherche-action pour une auto-définition des rôle et statut des formateurs d'adultes en milieu scolaire au Québec. Elle comprend un groupe central d'organisation et une série de groupes régionaux, avec des rencontres générales. c) 1980. d) Gaston Pineau et Claudie Solar, Fac. de l'éducation

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

permanente, Université de Montréal. f) *Une place au soleil pour les formateurs d'adultes*, F.E.P., Université de Montréal, 1980.

F8 a) Education permanente et interdisciplinarité. b) Ce projet dresse une problématique des rapports entre ces deux mouvements socioculturels (E.P. et interdisciplinarité) face aux découpages disciplinaires encore dominants. Et il étudie la Faculté de l'éducation permanente de l'Université de Montréal comme un modèle socio-éducatif d'interdisciplinarité, spécifique par rapport à d'autres modèles plus administratifs ou plus pédagogiques. c) 1980. d) Gaston Pineau, Y. Bertrand, J. Mathieu, P. Boucher, D. Noël, L. Bazinet et F. Rémillard, Fac. de l'éducation permanente, Université de Montréal.

F9 a) Pour un bilan socio-éducatif continu à l'éducation aux adultes. b) A partir de deux sondages, constituer une banque de données qui permet de suivre l'évolution de l'importance des attentes et de la satisfaction des étudiants en fonction des caractéristiques des services offerts. c) Juillet 1981. d) André Paquette et Jean Lortie, Collège Ahuntsic, 9155, rue St-Hubert, Montréal, Qué. H2M 1Y8. f) Rapport présenté au ministère de l'Education du Québec et disponible sur demande.

F10 a) The marketing concept as applied to the economics of perinatal care. b) Overview of the relationship between marketing management, program planning and the delivery of perinatal care to hospital in-service projects. c) March 1980. d) Marvin E. Lamoureux, Vancouver Vocational Institute, 250 West Pender St., Vancouver, B.C. V6B 1S9. f) *Proceedings*, 1980 Conference, National Perinatal Association.

F11 a) The use of television broadcasting and computer-managed learning for individualized adult learning. b) TVOntario is developing a system of informal, though structured, adult learning using high broadcast quality television programming, a computer-managed learning system and especially designed courseware aimed at giving viewers the opportunity to embark upon self-directed learning projects. So far, three projects have been developed: The Health and Environment Academy, The Music of Man Academy, The Parents' Academy c) Oct. 1981. d) Ignacy Waniewicz, Ontario Educational Communications Authority, Box 200, Station Q, Toronto, Ont. M4T 2T1.

F12 a) A study of part-time instructors of adults. b) In this study of instructors employed by school board continuing education programs, a baseline for a longitudinal five-year study will be established. c) April 1981. d) James A. Draper, Ontario Institute for Studies in Education.

F13 a) Adult education as an academic discipline: applications to developing countries. b) Adult education is being established as a new academic discipline in some developing countries. This project involves completing a manuscript on this topic, using India as a case study. c) April 1981. d) James A. Draper (see above).

F14 a) Masters and doctoral theses in adult education completed at Canadian universities. b) The study lists and analyses upwards of 380 masters degrees and annotates more than 75 doctoral degrees that have been completed in adult education. A comparative analysis is made of the various methodologies

used in doctoral theses; other summary data are also presented. c) 1980. e) James A. Draper (see above).

F15 a) Preliminary evaluation of federal government program for labour education. b) Study of outcomes for first two years (1977-78 and 1978-79) of the federal government's support for labour education in Canada. Attention was devoted to preliminary outcomes in organization, teaching-learning systems, materials development and, on a modest basis, individual development. c) Sept. 1980. d) D. Abbey and A.M. Thomas, Ontario Institute for Studies in Education. f) Labour Canada, Ottawa, Ont. K1A OJ2.

F16 a) The colour of a great city. b) Detailed analysis of public offerings in adult education in Metropolitan Toronto as revealed by a decade of published directories of the Metropolitan Library Board. Study of adult interests over a decade in a metropolitan area. Special reports in selected areas of interest will be prepared. c) June 1981. d) A.M. Thomas and Diana J. Ironside, Ontario Institute for Studies in Education.

F17 a) Investigation of phases of adult life (Gould Scales) as a basis for planning courses. b) The Gould Scales for evaluating phases in adult life will be administered to high school students, university students and adults in the community. The data will be analysed in relation to age group, educational status, language group (French-English), and rural versus urban background. The analysis will be evaluated as a potential basis for planning courses, particularly adult extension courses. c) Dec. 1981. d) John Kenyon, Université Sainte-Anne.

F18 a) Investigations in CPR training. b) Evaluation of Canadian Heart Foundation approved one-day training programs in cardiopulmonary resuscitation in a hospital setting. Data collection at the time of training and at six and twelve-month follow-up points. At all points CPR knowledge and skills were measured in participating registered nurses and physicians. Participants' self-perception, the influence of training on roles in CPR incidents and retention of knowledge and skills were analysed. Conclusions were drawn regarding the required re-training period, modifications in training for different professional groups and measurement criteria. c) Sept. 1980. d) David Gass and Lynn Curry, Fac. of Medicine, Dalhousie University. f) RIME Proceedings, 1980.

F19 a) Learning survey of maritime physicians. b) Survey of all maritime physicians, with two major sections: the first focused on the learning methods used to update knowledge and skills, methods preferred and sources of information involved in altering patient management; the second elicited demographic information. The response for the total group was 62% and 92% for a 10% random sample that received vigourous reminding. Results indicate a sharp contrast between what physicians actually do, what they prefer to do and what they see as effective in causing behaviour change. Various conclusions were drawn, one of which is that physicians could benefit from assistance in determining their own most effective learning style. Once this is established, assistance could be provided by CME in planning programs to meet specific needs. c) Sept. 1980. d) Lynn Curry and R. Wayne Putnam, Fac. of Medicine, Dalhousie University.

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

F20 a) An assessment of the impact of patient care appraisal on physician performance in the ambulatory setting. b) The project's overall objective was to assess the impact of patient care appraisal (medical audit for education) with relevant interventions on physician performance in the ambulatory setting. A secondary objective was to test the value of participation in the process of selecting conditions and in that of generating criteria for those conditions by the physicians whose charts were to be audited. A sample of 16 family physicians were allocated to "treatment" and "control" groups. The "treatment" physicians participated in selecting two conditions (the research team selected a further three) and in criteria generation for two conditions; a baseline audit was carried out to determine their compliance with the standards that had been set. Each physician was shown his results, followed by an offer of assistance with relation to discrepancies between ideal and actual behaviour. Following the production of individually-tailored educational packages and a further six months for collection of cases, a further audit was conducted to permit comparison of compliance with criteria. A conservative index of change was derived for each condition for each physician to calculate a reasonable representation of the true positive change in behaviour. There was clearly a positive effect related to being involved in the PCA process, but the effect of participating physicians choosing the audited conditions or defining audit criteria appear non-existent in the data. c) March 1980. d) R. Wayne Putnam (see above). f) RIME Proceedings, 1980.

F21 a) The part-time college teacher as learner. b) Learning style preferences, professional needs and demographic characteristics of 146 part-time teachers in Ontario community colleges were examined to provide information for the development of in-service training. Analysis of data collected via questionnaire provided a priority ranking of 22 specific skills relating to interaction with students, instructional planning and instructional resources. Rankings were also obtained in association with various demographic and professional characteristics (e.g., type of course taught, age, formal education, teaching preparation). Data also provided a ranking of the sample's preferred learning styles, which are those expected of an adult population. c) Feb. 1980. d) Donald S. Campbell and C. Fred Johnston, Fac. of Education, Queen's University. f) *College Canada*, in press, April 1981.

F22 a) Education for older adults: an analysis of potential delivery systems. b) In order to facilitate the study of educational programs offered older adults and to help researchers and students identify the universe of variables to be studied and populations to be sampled, the study proposes a way to classify educational programs and the various delivery systems. c) Spring 1980. d) James E. Thornton, Fac. of Education, University of British Columbia.

F23 a) Adult awareness in teaching adults to learn. b) The universal concern for literacy is a crucial factor in political and economic development, in technological progress and in social and cultural change; its promotion should therefore form an integral part of any plan for adult education. Literacy programs should awaken an interest in reading. c) Feb. 1980. d) Horst G. Taschow, Fac. of Education, University of Regina. f) In: *The adult student: university challenge*, E.L. Edmonds, editor, pp. 106-127.

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

F24 a) A study of participants in non-credit courses. b) Questionnaire survey of a random sample of 1257 individuals from 9541 names on a mailing list. Variables examined included demographic characteristics, geographical residence, reactions to course quality and administrative procedures. c) Sept. 1980. d) L.E. Devlin, University Extension, University of Victoria.

F25 a) Review of health program workshops. b) Continuing education program on methods of evaluating health programs for health and health care managers and professionals. A series of one-day workshops are being held in various off-campus locations in the central west and north-west health planning areas of the Ontario Ministry of Health. The workshops and their evaluation are partially supported by the Ministry and coordinated by McMaster's Department of Clinical Epidemiology and Biostatistics at the request and with the involvement of health agencies and professional associations. c) August 1981. d) Larry W. Chambers, Dept. of Clinical Epidemiology and Biostatistics, McMaster University.

F26 a) Towards a more competent labour force: a training levy scheme for Canada. b) Article exploring the effects which the adoption of the levy scheme recommended by the Commission on Educational Leave and Productivity would produce. It is argued that the scheme would cost between 500 and 650 million dollars per year and would make post-secondary education and training available to between 60,000 and 100,000 FTE student workers. c) 1980. d) R.J. Adams, Fac. of Business, McMaster University. f) *Relations Industrielles*, 34(3)422-438, 1980.

F27 a) Teaching and learning at a distance: a promise for the future. b) Longer life expectancies, the changing role of women in society and social changes as a consequence of technological progress have created educational needs which can be met particularly well in a distance education university. While initially a few such universities were intended to ease enrolments in traditional ones, distance education represents an institutional chance for individuals not served by or attracted to traditional universities. With distance education an educational reform in course production and delivery was initiated. A distance education university has implications for enrolment patterns, educational reform and educational services for adults. Abstract. c) June 1980. d) Petra Hammer, Athabasca University.

F28 a) Microcomputer-based distance education. b) A microcomputer-based graphics system has been developed to aid in distance education, primarily as a visual aid to teleconferencing, as part of the University of Regina's Inuit management program. The objective of the program is to provide university-level management training to the employees of 37 co-operatives in the North-west Territories. The original work is now being expanded to include audio-graphic aids. c) Ongoing. d) R. Brien Maguire, Computer Science Dept., University of Regina; Dwight Thomas, Applied Education, Athabasca University. f) "Computers and education: a remote learning application", *Proceedings of IFIP Congress 80*, pp. 967-971.

F29 a) Comparison of two methods of delivering continuing medical education. b) A dedicated telephone conference system is being installed to link the Health Sciences Centre of Memorial University with a number of hospitals

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

across Newfoundland and all major hospitals in St. John's. It will be used for various purposes including continuing medical education, administrative meetings, patient care and community health programs. The objective of the present research is to compare face to face seminars and teleconferencing as methods of delivering continuing medical education; the criteria are use, cost and satisfaction. PhD thesis. c) 1983. d) Judith H. Roberts, Fac. of Medicine, Memorial University.

F30 a) Techniques employed in distance education. b) Enquiry to determine what techniques are employed in North America and Australia to provide university classes for rural people. Emphasis will be on systems which might make it economically feasible to continuously offer a range of university classes to all rural dwellers rather than occasionally offering these classes in larger centres. The present Saskatchewan system will be described and systems will be assessed on their applicability to Saskatchewan. c) Dec. 1982. d) W.B. Berriman, Dept. of Philosophy, University of Regina.

F31 a) The Task Force on Part-time Learning at Ryerson. b) To review and present provisions for part-time learning at Ryerson; to outline a detailed mandate for part-time learning and make recommendations concerning necessary patterns for its further development from now to 1990 in the light of that mandate. c) Sept. 1981. d) Paul Nowack, Applied Arts Division, Ryerson Polytechnical Institute.

F32 a) Demonstration schedule, Knowledge Network, January-May 1981. b) A five-month full broadcast schedule using the Anik-B satellite, providing 80 hours a week to 30 B.C. communities. Special features: eclectic mix of programming, children-seniors, general interest-academic-career/technical; incorporating inter-active "live" instruction with telecourses and teleseries; utilizing community-based receiving centres and cable companies; comprised of existing resources in B.C. c) May 1981. d) Kathleen Forsythe, Knowledge Network of the West Communications Authority, Box 3200, Victoria, B.C. V8W 3H4.

F33 a) Which teachers go to summer school in Ontario and why do they go? b) One thousand teachers taking additional qualifications courses at UWO during the summer of 1980 responded to a survey to determine what teachers went to summer school, why did they go, what format of instruction did they prefer and where did they come from. c) Oct. 1980. d) Ray H. Topp, Fac. of Education, University of Western Ontario.

F34 a) Energy and the environment. b) Development of a television component to an interdisciplinary course. c) Sept. 1983. d) R.R. Martin, Fac. of Part-Time and Continuing Education, University of Western Ontario.

F35 a) Effects of University of Victoria program: a post release study. b) The 62-page report includes a review of research on post-secondary prison education programs, a description of the University of Victoria program at Abbotsford and Agassiz/New Westminster and its special characteristics, and a detailed explanation of how the study was conducted. c) May 1980. d) J. Douglas Ayers, Dept. of Educational Psychology, and Stephen Duguid, Dept. of History, University of Victoria.

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

F36 a) An evaluation of a prison education program. b) The report evaluates a university level educational program carried out in B.C. Penitentiary and Matsqui Institution between April and August 1972. The findings of this research are mixed and many of the studies are methodologically weak. The program involved remedial instruction followed by university courses in English and history, sociology and psychology. Inmate volunteers were randomly assigned to experimental and control groups. The controls carried out their normal prison duties, while the experimentals were assigned to the educational program. The program was very successful educationally, and both experimental groups had a lower recidivism rate than the controls, though these differences were not statistically significant. c) Fall 1980. d) Rick Linden and Linda Perry, Dept. of Sociology, University of Manitoba; J. Douglas Ayers, Fac. of Education, University of Victoria; T.A.A. Parlett, Canadian Correctional Sercive, Abbotsford, B.C. f) Report available from R. Linden.

F37 a) Polarization of human resources and the potential of distance education in B.C. b) PhD dissertation developing a social geography of higher education in B.C. in order to identify regional variations in post-compulsory educational opportunity relevant to distance education programs in the province (e.g., those of the Open Learning Institute). Methodological approaches used are: regional comparisons and statistical analyses of social and educational indicators; case studies based on regional education needs assessments and surveys of student populations; development of a composite index of distance education priority; definition of education priority areas for distance education; and a literature review relating educational opportunity, regional development and educational ideology to the goals of distance education. c) Dec. 1981. d) Doug Brown, Geography Dept., Simon Fraser University.

F38 a) Learning skills packages for mature students. b) To respond to the need of mature students who are often unfamiliar with the experience of attending university, a set of self-study tapes with accompanying materials has been prepared, covering note-taking, essay writing, book reports and book reviews. The self-contained package with a cassette tape recording for each topic can be borrowed from a number of locations, used at home and returned through the mail. Preliminary evaluation by means of a questionnaire included in each package indicates a very positive experience with this material. c) In progress. d) Judi Jewinski, University of Waterloo. e) C.K. Knapper, Teaching Resource Office, University of Waterloo.

See also/Voir aussi:

A5 Eldering: a new paradigm and developmental perspective for educational gerontology.

A8 The universities of Canada.

A10 Educational gerontology.

A18 Humber College - Borough of York.

A42 The shrinking maze: report of the University of Calgary Program Review Committee.

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

A48 The sociology of higher education in Anglo-Canada, 1970-1980.

B2 A morphological study of rewards and quality control with computer-video dissemination systems for post-secondary education.

B50 Saskatchewan apprenticeship review 1980.

C28 The evaluation of instructional technology.

C52 Teaching and extension methods in agriculture.

C73 Learning to learn.

C74 Tutoring in distance education: the relationship between tutor characteristics and behaviours and student performance.

C87 Teaching with cases.

E34 Understanding impulsivity and related cognitive styles in inmate students.

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INDEX OF RESEARCH WORKERS/INDEX DES CHERCHEURS

Abbey, D. E23, F15
Adams, R.J. F26
Adams, W.P. C57
Allison, D.J. E19
Amernic, J. C108
Andreotti, L.R. C68, E53
Angus, F. B38, B39
Anisef, P. E58, E59
A.R.A. Consultants C96
Arnold, L. B23
Arp, P. C26
Atkinson, G.F. C79-C81
Axelrod, P. B52, B53
Ayers, J.D. F35, F36
Badeau, D. C35
Baker, R. A38
Barbarie, Y. C54
Barbeau, R. C24
Barnard, B. C82
Bartram, P. A7
Bazinet, L. F8
Beatty, D. A16
Beaudoin, G. C18
Bédard, R. E37
Beechy, T.H. A54, C108
Beesley, K.B. C57
Bélanger, C.H. B60, B61
Bélanger, G. E15
Bélanger, J.-C. C23
Bélanger, P.W. E55
Bélec, R. F3
Belsey, G.M. A14
Benner, C. E33
Bennett, F. C85
Benson, J. B20
Bentley, S. E64
Berriman, W.B. F30
Bertrand, Y. F8
Blondin, D. D7
Boivin, L.-H. C46
Botman, E. C94
Bouchard, P. E2
Boucher, P. F8
Bourque, G. C109
Boyd, G.M. B2, C1
Boyer, J.Y. C54
Brecht, L. E45
Breslauer, H.J. D6
Briand, J.-M. C18
Brooke, R.I. C83
Brown, D. E61, F37
Brunelle, P. E18
Brunger, A.G. C57
Bryan, W.M. E52
Bryans, A.M. C98
Burnett, D. C98
Burrill, D. C39
Burton, H. C84
Butcher, J. B6
Buttrick, J. B3
Cairns, W.D. B57, E48
Calvert-Boyanowsky, J. C74
Calvin, K. C35
Campbell, D.D. A8
Campbell, D.S. E34, F21
Campbell, P. E42
Carefoot, J.B. D9
Carney, T.F. C53
Casserly, C. A13
Cazabon, B. E15
Chambers, L.W. F25
Chapman, I.D. A12
Chapman, S.L.G. B47
Chevalier, G. C54
Clark, W. E6
Cloutier, R. E55
Côté, E. C17
Coughlin, R. C77
Coward, H. A33
Crisp, E.V. C70
Crocker, R.K. A3
Croft, A.L. B18
Cropley, A.J. C30
Crowe, W.R. F4
Crown, E.M. C75
Crustin, L. C54
Curry, L. F18, F19
Daily, F.L. C86
Daniel, J.S. B1, F1
Davidson, P.R. E52
Demers, M. C4
Denis, G. C24
Dennison, J.D. E11-E14
Desbiens, B. B65
Desjardins, L. E1
Des Lierres, T. C4
Devereaux, M.S. E7
Deville, N. C13
Devlin, L.E. F24
Dicks, D.J. B2
Dickson, A. C26
Doadt, E.G. C81
Dobin, K. A1
Donald, E.A. C75

INDEX OF RESEARCH WORKERS/INDEX DES CHERCHEURS

Donald, J.G. C59-C61
Dotson, C. B50
Draper, J.A. F12-F14
Dravland, V. C102-C104, E62
Drodge, W.J. B17
Drydyk, J. B37, E29
Duguid, S. F35
Edmunds, M. C45
Effrat, A. A18
Elia, M. A23
Ellis, D. E21
Erskine, J.A. C87
Evans, P. C41
Evers, F.T. C62
Farid, G. C54
Farina, C. A12
Farine, A. B12
Filion, R. E47
Forrester, G.C. E11-E14
Forsythe, K. C73, F32
Fortin, J.-L. C55
Fortin, T. C54
Foster, S.F. C32
Fotinas, C. C51
Frewin, C.C. F5
Frumhartz, M. D6
Gadbois, L. E8
Gagné, F. E57
Gagnon, G. C18
Gagnon, R. A24
Gagnon-Caron, N. C19
Gass, D. F18
Gaudette, P. A23
Geis, G.L. D3
Ghent, J.M. A41
Gibson, F.W. A47
Gill, M. E22
Gillett, M. A25
Gingras, M. C10
Gingras, P.-E. C58, E8
Godbout, G. C20
Gold, A. C43
Goodchild, F. C89
Gopnik, M. E63
Goyette, A. C8
Goyette, G. C33
Graham, D. E46
Granger, D. F2
Gray, J. C99-C101
Greene, M.L. C102, E62
Greenhill, C.J. B70, B71, E10
Gregor, A.D. C94, C95
Grenier, D. E2
Gripton, J. E9
Hammer, P. F27
Handa, M.L. E35
Hanis, E.H. C62
Harvey, E.B. B24-B26
Harvey, V. E55
Hay, D.R. C88
Hazlett, C.B. C44
Herman, R. A16, C40
Hickcox, E. E24
Hillman, E. B68
Hofstra, G. E66
Hogan, T.V. A1
Holdaway, E.A. E49
Holland, J. D4
Holmes, M. C41
Houle, G. D2
Howe, B.L. C37
Hubert, F. E5
Humble, I. C89
Hunt, G. C76
Ironside, D.J. A16, F16
Jacob, J. C16
Jacob, Y. C15
Jackson, J. C37
Jewinski, J. F38
Johnston, C.F. F21
Johnston, D.W. C90
Jones, G. E11-E14
Jones, W.A. B47
Kanowitch, S. E28
Kaufman, D. C74
Kay, B.D. B55
Keller, A. C1
Kelly, W. A49
Kenner, R. C1
Kenyon, J. E26, F17
Kieren, D. C75
Kimberley, D. A29
Kirouac, R. A15
Kissick, N. C26
Knapper, C.K. C27-C32
Kobinger, N. C23
Kucharczyk, J. B4, B5, E3
Lacroix, R. B33
Laferrière, M. C107
Laferrière, T. C34
Lagacé, M. E4
Laliberté, G.E. B56
Laliberté, J. C7
Laliberté, J. C21

INDEX OF RESEARCH WORKERS/INDEX DES CHERCHEURS

Lam, Y.-L. J. B35, E27
Lambert, J. E17
Lamothe, M. C25
Lamoureux, M.E. F10
Langlois, N. C12
Lapointe, C. C10
LaRue, M. C11
Lasnier, F. C22
Lavallée, L. B61
Lawless, D.J. B32
Lazzaroni, A.D. C14
Leaman, H.L. C2
Le Brun, F. C107
Leclerc, J. C17
Ledoux, M. E17
Leenders, L.A. C87
Leenders, M.R. C87
Léger, L. E17
Legoux, F. C25
Lemoine, C. A23
Lenkorn, D. A23
Leslie, P.M. B9
Levesque, J.-L. C50
Lévesque, M. E43, E67
Levy-Coughlin Partnership B64
Linden, R. F36
Ling, D. C105
Livingstone, D. B69
Loken, G. B34
Lortie, J. F9
Lueddeke, G. E66
Lund, M.E. C9
MacDonald, A.E. D10, E60
Maguire, R.B. F28
Mallea, J.R. B47
Manuel, P.W. C91
Maranda, P. D2
Marcil-Faubert, C. E16
Martin, R.A. C97
Martin, R.R. F34
Masse, T. E40, E41
Mathieu, J. F8
McCready, D.J. C78, E56
McCurdy, S. A34
McDermott, O. C82
McGee, M. B14
McIntyre, F. A18
McIntyre, J.W.R. F6
McLean, L.D. B47
McLeish, J. C37
McPeck, J.E. C69
Methven, I. C26
Millard, D. B21
Mitchell, P.D. B2
Moir, J.S. A6
Monk, K. B54
Moore, G.A.B. C52
Moore-Eyman, E. E33
Morin, A. A24, C51
Morin, L. A20
Mündel-Atherstone, B.J. E54
Murray, D. B48, B49
Murthy, K.S.R. B24
Nadeau, G.G. C32
Nediger, W.G. C71
Neill, N. C32
Nelson, T. A1
Newman, J. B51
Nguyen, L. C24
Noël, D. F8
Normandeau, M. C23
Norton, D. C106
Nowack, P. F31
Okihiro, N. E58
Olsen, E.C. D6
Olivier, W. C39
O'Neill, G.P. C67
Orpwood, G. A37
Otto, D. E50, E51
Ouimet, J. A23
Ouimet-Cockburn, C. C6
Paasche, J.G. E59
Paquette, A. F9
Paré, A. C34
Parlett, T.A.A. F36
Parry, R.S. B36, E30-E32
Pascal, C.E. A18, B27
Patayanikorn, S. B15
Patel, V. C47-C49
Perry, L. F36
Peucker, T.K. E61
Picard, L. A40
Piette, C. A26
Pike, R.M. A48
Pinchbeck, B.R. B58
Pineau, G. F7, F8
Piotte, R. C20
Pivato, J. A44
Poitras, F. C66
Poupart, A. C50
Prémont, G. C6
Putnam, R.W. F19, F20
Quazi, S. B3, B29, D4, D5
Quenn, K. A46

INDEX OF RESEARCH WORKERS/INDEX DES CHERCHEURS

Radcliffe, D.J. A10
Rahal, L. C6
Rawlyk, G.A. A46
Ray, D. A43
Reberg, B. C89
Rechnitzer, E. E7
Redlack, A. E25
Reid, A. A9
Rejskind, F.G. C64
Rémillard, F. F8
Rickwood, R. C36
Riederer, L.A. A14
Riggs, F.T. A3
Roberts, H.J. A53
Roberts, H.W. B8
Roberts, J.H. F29
Rosati, P.A. C92, C93
Ross, M.G. B7
Roth, J. C63
Rousse, B. A24
Rouzier, G. C13
Rowen, N. B69, E35
Roy, A. C18
Ruchkall, B.L. E65
Saint-Jacques, D. D2
Shale, D.G. C72
Sheehan, B.S. B67, E10
Sheffield, E. A52
Shelton, D. A24, C51
Shiffman, S. E46
Shore, B.M. C32, C64, C65
Shute, J.C.M. C52
Siller, F. A11
Sim, V. C32
Simpson, D. E45
Skidmore, P. A19
Skolnik, M. A17
Slavik, R. C110
Slemon, A.G. C71
Smith, L. B20
Smith, R. D3
Smith-Valois, D. C6
Snell, L. C47
Snowden, B.L. B59
Solar, C. F7
Stager, D.A.A. B11
Stewart, M.F. C2, C3
Stroud, M.A. F1
Sudmant, W. B14
Swirsky, R. B16
Sylvain, L. E67
Tali, R.H. C64
Tannis, E. B66
Taschow, H.G. F23
Taylor, W.H. B10
Thomas, A.M. A16, F15, F16
Thomas, D. F28
Thomlinson, B. A29
Thompson Lightstone and Co. B63
Thornton, J.E. A5, F22
Thorp, A. C94, C95
Tiberius, R.G. C45
Toogood, G.E. C79
Topp, R.H. F33
Tossell, W.E. A2
Touche, Ross and Co. B22
Tournier, M. E1
Townsend, R. E24
Tracz, G.S. B27, B28, C42
Tran, A. C5
Tremblay, L. B60
Tremblay, R.E. E44
Turmel, A. D2
Turrittin, A.H. E59
Usher, D. A35
Vaillancourt, F. B33
van Raamsdonk, R. A21
Vassart, P. D1
Vergès-Escuin, R. B13
Villeneuve, E. C22
Villeneuve, J. C33
Wagner, N.E. A42
Wagschal, H. C38
Waniewicz, I. F11
Warrack, B.J. E40, E41
Watson, C. B29, B30, B47
D5, E22
Watt, J. A1
Watt, S. A29
Wehlau, D.L. C91
Wener, D. E48, E49
Wesley, P.G. D6
Wilkinson, A. A50
Williams, D.R. A36
Wills, B.L. C31
Wilson, D. B31
Wilson, I.E. A39
Wolfe, B. B62
Zelmer, A. A22
Zsigmond, Z. E6